

ACHIEVING HUMAN RIGHTS: SOCIAL CHANGE IN THE 21ST CENTURY



The Society for Community Research and Action
Division 27 of the American Psychological Association

and its co-sponsors present the

8TH BIENNIAL CONFERENCE ON COMMUNITY RESEARCH AND ACTION

June 7 - 10, 2001

on the campus of

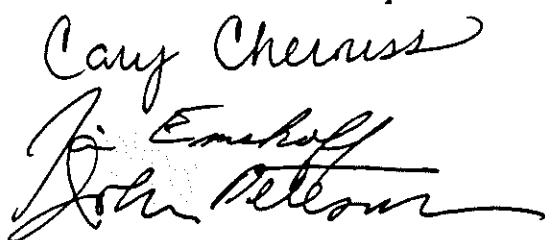
**Georgia State University
Atlanta, Georgia**

www.gsu.edu/scrabiennial

Welcome Letter from Conference Co-Chairs

Welcome to the 2001 SCRA Biennial Conference on Community Research and Action! The theme for this 8th Biennial Conference is Achieving Human Rights: Social Change in the 21st Century. As such, we hope to emphasize the important elements of community psychology and related disciplines that focus on social action as a means of achieving and protecting human rights. We feel Atlanta is the ideal site for such a conference, given its rich legacy as the setting for much of the important work of the civil rights movement. We encourage you to visit the Martin Luther King Historical District (about one mile from the conference site) in order to gain further historic inspiration regarding this movement and this city.

We are pleased that you will be part of what promises to be a very special event. A major goal of the conference is to encourage constructive discussions, interaction, and exchange of ideas among researchers, practitioners, community members, professionals, students, and faculty. We believe the program is an exciting one, and hope that you will be enriched and inspired by it. From keynote speeches to poster sessions, workshops to wine and cheese receptions, the Biennial offers you an opportunity to learn, reflect, and even dream. Although the Biennial is a professional and scholarly conference where you can find the latest research, theory, and practical applications relating to community work, it is much more than that. There is a social and emotional dimension to our biannual gatherings that makes them a very special occasion. The Biennial is an opportunity for us to live the ideals of our field – to bridge the gap between action and research, to foster a sense of community among ourselves, to honor and promote diversity of all kinds. So if this is your first Biennial, don't be shy! Plunge right in. We welcome you. We embrace you. And if you are returning, welcome home!

The image shows three handwritten signatures stacked vertically. The top signature is 'Cary Cherniss', the middle one is 'Jim Emshoff', and the bottom one is 'John Peterson'. The signatures are written in a cursive, flowing style.

Cary Cherniss, Jim Emshoff, and John Peterson
Conference Co-Chairs

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Society for Community Research and Action 8th Biennial Conference

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Appreciation is extended to the following for their generous financial support:

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*Please see the program insert for a list of exhibitors and publishers
who have also provided support.*

Conference Co-Sponsors

Society for Applied Anthropology

THURSDAY June 7

AM

10:00 – 12:00
Preconference Meetings

PM

1:00 – 5:00
Regular Sessions

5:15 – 6:15
Tribute to Jim Kelly

6:30 – 8:00
*Opening Reception and Poster Session
with music by The Jazz Pioneers*

FRIDAY June 8

AM

7:30 – 8:30
Continental Breakfast

8:30 – 10:15
Opening Plenary with Jane Fonda

10:30 – 12:00
Regular Sessions

PM

12:00 – 1:00
*Boxed Lunch
Student Mentoring Lunch
Open Meeting SCRA Executive Committee
Open Meeting Interdisciplinary Task Force*

1:00 – 6:15
Regular Sessions

6:30 – 7:30
*Remembrance of Emory Cowen
Students of Color Meeting*

8:00 –
Women's Night Out

SATURDAY June 9

AM

7:30 – 8:30
Continental Breakfast

8:30 – 9:30
*Mid-Conference Plenary with the
Honorable Andrew Young*

9:45 – 12:30
Regular Sessions

PM

12:30 – 2:00
*Boxed Lunch
Committee and Interest Group Meetings*

2:00 – 3:15
Regular Sessions

3:30 – 5:00
Poster Session

7:30 –
*Society Banquet at the fabulous Fox Theatre
with music by the Full Moon Trio*

SUNDAY June 10

AM

7:30 – 9:00
*Continental Breakfast
Cultural & Racial Affairs Committee Meeting
Jim Dalton's Focus Group & Breakfast*

9:00 – 11:30
Regular Sessions

11:45 – 12:45
*Closing Plenary
Toward Creative Maladjustment:
Martin Luther King's Words Then and Now*

PM

1:00 – 3:00
Postconference Meetings

GENERAL CONFERENCE INFORMATION

CONFERENCE INFORMATION CENTER AND REGISTRATION

The Conference Information Center is located in the Georgia State University Student Center. The Center includes the conference registration desk and the message center, and has conference staff available to answer questions or troubleshoot a problem. The Center is also the site for the Annual Silent Auction, Biennial T-Shirt sales, and other fundraising events.

GENERAL OR ACCESSIBILITY ASSISTANCE

Should you need assistance during the conference, contact anyone wearing a biennial conference staff t-shirt. Staff at the Conference Information Center will also offer accessibility orientation to those who require assistance.

CONFERENCE SESSIONS

Conference sessions will take place in the GSU Student Center, the Urban Life Building, and Alumni Hall. The GSU Student Center and Urban Life Building are adjacent; layouts are provided in the program. Alumni Hall is located across Gilmer Street from the GSU Student Center.

CONTINENTAL BREAKFASTS AND BOX LUNCHES

Continental breakfasts of fresh baked muffins and breads, bagels, fruit, and beverages will be available beginning at 7:30 a.m. Friday through Sunday mornings in the GSU Student Center lobby in front of the Ballroom. *If you are attending one of the breakfast meetings on Sunday morning, please pick up your beverage and take it with you to the room. Food will be available in the room.*

On Friday (12-1 p.m.) and Saturday (12:30-1:30 p.m.) box lunches and beverages will be distributed in the Student Center lobby in front of the Ballroom and on the 2nd floor of the Urban Life Building. Feel free to enjoy lunch at the Courtyard tables in the Student Center, or in Hurt Park, directly across the street from Alumni Hall at the corner of Courtland Avenue and Gilmer St. *Lunches will be delivered to those attending Friday's Advocacy on the Hill and in the Classroom Workshop. Please wear your conference badge when picking up your lunch.*

BREAKS

Refreshment breaks of cookies, brownies, chips, other delectable snacks and beverages will be available each morning (10:00-11:00 a.m.) and afternoon (2:00-4:00 p.m.) in the Student Center lobby and the 2nd floor of the Urban Life Building. If you need a place to take a break during the conference, the Gallery Lounge (room 346) or the Student Lounge (room 246) in the GSU Student Center provides a degree of quiet and comfortable chairs. You are also welcome to use lounges throughout the Center.

INTEREST GROUP MEETINGS AND POSTERS

Except for the Racial and Cultural Affairs Committee, interest groups and committees will meet for Saturday lunch. Posters describing the various interest groups are on display in the Gallery Lounge (Student Center Room 346) throughout the conference.

POSTER SESSIONS

Poster sessions Thursday and Saturday afternoons will take place in Alumni Hall. The Jazz Pioneers will provide music on Thursday evening. Please remember to take drink tickets to Thursday's reception.

DINNER AT THE FOX THEATRE

Dinner Saturday evening will be at the Fox Theatre, a national historic landmark and museum. Full Moon Trio, a local and popular blue grass band, will provide music. **Remember to take your dinner invitation (distributed at registration) to dinner. It is REQUIRED for admission.** Detach the drink tickets at the bottom of the invitation before handing it to conference staff at the door. You may purchase additional invitations at the registration table for \$50.00 each.

Atlanta's public transportation system, MARTA, is the best transportation option. **The Fox Theater is located at 660 Peachtree Street, just 2 blocks east of the N3 (North Avenue) stop on MARTA'S north line.** Following are directions to N3 from GSU, The Suites, Omni, other downtown hotels, and the Village. From GSU or The Suites, walk to Five Points Marta Station, take the north line 3 stops and exit at N3. From the Omni, walk to the Dome/GWCC/Phillips/CNN Center station (W1); take east line 1 stop to Five Points; transfer to the north line and exit at N3. From other downtown hotels, walk to Peachtree Ctr. station (N1), take north line 2 stops to N3. From the GSU Village, walk 3 blocks east on North after crossing I75/85 and turn north on Peachtree Street. A 5-10 minute cab ride will also get you there.

ATM LOCATIONS

ATMS are located in the GSU Student Center, between the GSU Student Center information desk and the Ballroom.

PARKING

Limited parking is available. Thursday and Friday: GSU's "M" Deck; \$5.00 per day. The "M" Deck pay window/gate is located on Auditorium Place, off either Piedmont Avenue (northbound traffic) or Courtland Street (southbound traffic).

Saturday and Sunday: "G" Deck for \$5.00 per day. The "G" Deck pay window/gate is located next to the GSU Sports Arena via Collins Street (off Decatur Street).

CONFERENCE EVALUATION

Conference evaluation forms are included in the conference packet. Please return the evaluations to designated boxes prominently located at the GSU Student Center. Completed evaluations are eligible for door prizes at the closing plenary on Sunday

THURSDAY AM Conference Schedule THURSDAY PM

8th Biennial Conference of the Society for Community Research and Action
Achieving Human Rights: Social Change in the 21st Century
Georgia State University, Atlanta GA
June 7 - 10, 2001

Thursday, June 7, Morning

Time & Place	Format	Title	Chair
10:00AM-12:00PM Capital	Meeting	CARC Preconference Meeting	John Robert Newbrough
10:00AM-12:00PM Golden Key	Meeting	Council of Community Psychology Program Directors	James Emshoff
11:00AM-12:00PM Lanier	Meeting	Regional Coordinators Meeting	Paul Toro

Thursday, June 7, Afternoon

Time & Place	ID	Format	Title	Chair
1:00-2:00PM Senate	1	Symposium	Ethnic Identity: Influences on Well-being and implications for Intervention	Susan McMahon
1:00-2:00PM House	6	Symposium	Popular, but Unproven. School-based Programs: Questioning Unchallenged Support	Preston Britner
1:00-2:00PM Court	11	Roundtable	Powerful Questions: Qualitative Methodology as an Instrument of Community Change	Shelby Berkowitz
1:00-2:00PM Sinclair	12	Symposium	Community Action-Research Centers 'Woods Hole' Project: A Progress Report	J Robert Newbrough
1:00-2:00PM Lanier	16	Roundtable	Multicultural Parenting Project: A model of University-Community Collaboration	Sally Lim
1:00-2:00PM Lucerne	17	Roundtable	Developing an Assessment Process to Detect Community Level Change	Matthew Shepherd
1:00-2:00PM Capital	18	Symposium	Social & Cultural Dynamics of Disaster Recovery: Teziutlan, Puebla & Villahermosa, Tabasco, Mexico	Arthur Murphy
1:00-2:00PM UL201	27	Symposium	Social Change through Service Learning: Student, Faculty and Agency Perspectives	Laura Kohn
1:00-2:30PM UL216	31	Workshop	Reforming Systems of Care: A Developmental Approach	Robert Cohen
2:15-3:30PM Senate	32	Innovative	Culture and Context in Prevention: The Study Group on Culture and Ethnicity	Emilie Phillips Smith
2:15-3:30PM House	33	Innovative	Feminism and Community Psychology: Discovering Integrated Understandings	Jean Hill
2:15-3:30PM Sinclair	34	Roundtable	Roundtable: Teaching a Community Psychology Course (see note)	Jim Dalton
2:15-3:30PM Lanier	35	Symposium	Variations in Consumer Participation	Renee Taylor
2:15-3:30PM Lucerne	42	Roundtable	Reciprocity Processes In Self-Help Groups	Louis Medvene
2:15-3:30PM Capital	41	Roundtable	Using Participatory Evaluation to Document the Success of After-School Programs	Jeannine Salone
2:15-3:30PM UL302	43	Innovative	A Renaissance on the Eastside: Motivating Inner-City Youth Through Art	Marybeth Gasman
2:15-3:30PM UL201	44	Symposium	Research on a Logic Model of Conflict Resolution	Carolyn Benne
2:45-5:00PM Golden Key	49	Workshop	Using Qualitative Research Methods to Improve Program Efficacy	Keith Sturges
3:45-4:45PM Sinclair	50	Roundtable	Creative Tensions and Evolving Interdisciplinary Research on Culture/Ethnicity	Gabriel Kuperminc
3:45-4:45PM Lucerne	51	Roundtable	Career Paths in Community Psychology	Sylvie Lombardo
3:45-4:45PM UL302	52	Symposium	Preventing Suicide: Federal and State Initiatives	Julie Chambliss
3:45-5:00PM Senate	57	Symposium	Assessing Readiness for Community Research and Action	Steven Pokorny
3:45-5:00PM House	63	Innovative	Mentoring within Community Psychology: Working Toward a More Diverse Community	Tracey Revenson
3:45-5:00PM Court	64	Roundtable	Fidelity and Adaptation in Prevention Programming	Paul Brounstein
3:45-5:00PM Lanier	65	Symposium	Youth Governance: Increasing Youth Opportunities to Participate in Decision-Making	Melissa Huber
3:45-5:00PM Capital	70	Roundtable	Health and Disability: Strategies for Empowerment and Independence	Glen White
3:45-5:00PM UL201	71	Symposium	Confronting Educational Inequities: An Examination of School Racial Climate	Mark Aber
3:45-5:00PM UL216	78	Workshop	Community Based Interventions for Minority Populations	Melinda Stolley

THURSDAY PM Conference Schedule FRIDAY AM

Time & Place	Format	Title	Chair
5:15-6:15 PM Speaker's Auditorium	Special Event	A Tribute to James Kelly	Edison Trickett

Thursday, June 7, Evening Poster Session and Reception

Alumni Hall Veteran's Hall, 6:30-8:00 PM
Music provided by The Jazz Pioneers

Theme	PODS	Abstract Ids
Prevention	A	79 - 85
Youth	A - B	86 - 97
Community Development	B - D	98 - 111
Theory & Methods	D - E	112 - 122
Diversity	F - G	123 - 133
Violence	G - H	134 - 144
Adjustment	H - J	146 - 156
Policy	J - K	157 - 185

Friday, June 8, Morning

7:30 - 8:30 AM, Student Center Reception Hall, Continental Breakfast

Time & Place	Format	Title	Hosts
8:30-10:15AM Ballroom	Plenary	CONFERENCE OPENING <i>Social Change in the 20th Century</i> video created by the GSU Community Psychology Program Welcome from the Planning Committee, Georgia State University, and the City of Atlanta SPECIAL GUEST, Jane Fonda	James Emshoff & John Peterson

Time & Place	ID	Format	Title	Chair
10:30-11:45AM Lanier	166	Innovative	Interpersonal Empowerment: Integration and Synthesis	Mark Borg
10:30-11:45AM Capital	167	Roundtable	Low-Income Families Demographic & Psychosocial Correlates of Familial Well-Being	Melvin Wilson
10:30-11:45AM Golden Key	173	Symposium	Reclaiming the Dream: Training and Social Change in Latino Communities	Eduardo Lugo
10:30-11:45AM UL302	168	Symposium	Community Psychology's Role in the CDC's Response to HIV	Richard Wolitski
10:30-12:00PM Sinclair	177	Symposium	Social Capital & Community Psychology: Interdisciplinary/ International Approaches	Joseph Hughey
10:30-12:00PM Lucerne	184	Roundtable	Emerging Issues in Self-Help and Mutual Support Practice	Larry Davidson
10:30-12:00PM UL201	185	Symposium	Improving the Quality of Community Life	Abe Wandersman
10:30-12:00PM AH Veterans	189	Poster Cluster	Conceptualizing Competence in Adolescence: Conceptual Frameworks and Empirical Strategies	Sara Pedersen
10:30-1:00PM UL216	201	Workshop	Advocacy Training: On the Hill and in the Classroom (includes lunch at 12PM)	Sarah Cook

12:00 - 1:00 PM, Student Center Reception Hall, Lunch

Time & Place	Format	Title	Chair
12:10-12:55 Senate	Special Event	Student Mentoring Lunch (Participants should bring lunch and meet here.)	Rod Watts
12:10-12:55 Lanier	Meeting	Open meeting with the Executive Committee of SCRA (bring lunch)	Cary Cherniss
12:10-12:55 Lucerne	Meeting	Open meeting with the Interdisciplinary Task Force (bring lunch)	Ken Maton

FRIDAY PM Conference Schedule FRIDAY PM

Friday, June 8, Afternoon

Time & Place	ID	Format	Title	Chair
12:45-2:00PM Golden Key	202	Workshop	The Coping Power Program: Intervening with Aggressive Children and Their Parents	John Lochman
1:00-2:00PM Senate	203	Symposium	Improving the Health and Well-Being of Adolescents	Rhonda Lewis
1:00-2:00PM House	207	Roundtable	Nonacademic Roles for Community Psychologists	Rae Jean Proescholdbell
1:00-2:00PM Court	208	Symposium	Social Oppression, HIV Risks, and Ethnic Minority Gay Men	John Peterson
1:00-2:00PM Sinclair	212	Roundtable	Using Internet-Based Tools to Support Community Development Initiatives	Jerry Schultz
1:00-2:00PM Lanier	213	Symposium	Culturally-Driven Collaboration: Critical Component in Youth Violence Prevention	Larke Huang
1:00-2:00PM Lucerne	217	Roundtable	Implementation of School-Based Prevention Programs: Fidelity-Adaptation Debate	Patricia Graczyk
1:00-2:00PM Capital	218	Symposium	A Model for Training Under-graduates as Advocates: Adaptation Across Social Contexts	Wendi Siebold
1:00-2:00PM UL302	224	Roundtable	Can We Measure Success? We Can and We Did!	Susan Roberts
1:00-2:00PM UL201	225	Symposium	Building Healthy Rural Communities in Alaska: Challenges and Local Solutions	Cecile Lardon
2:15-3:30PM Senate	229	Roundtable	Real World Contexts in Program Evaluation	Jacob Tebes
2:15-3:30PM House	230	Roundtable	Methodological Issues and Challenges in Conducting Participatory Action Research	Renee Taylor
2:15-3:30PM Court	231	Town Meeting	How Can Community Psychology Best Assist LGBT Community Organizations?	Alicia Lucksted
2:15-3:30PM Sinclair	232	Symposium	Understanding Contemporary African American Issues: A Historical Context	Thom Moore
2:15-3:30PM Lucerne	238	Symposium	School Culture: A Challenge to Social Change	Nora Hyland
2:15-3:30PM UL302	244	Symposium	Evaluation within the American Cancer Society: Achieving the Mission	Iris Smith
2:15-3:30PM UL217	255	Innovative	Workbooks, Computers, and Internet	Luciano L'Abate
2:15-3:30PM AH Veterans	256	Poster Cluster	Empirical Advances in Sense of Community: Current Issues and Applications	John Robert Newbrough
2:15-4:45PM UL216	257	Workshop	Workshop on 'AnSWR' and 'CDC EZ-Text' Qualitative Data Analysis Software	James Carey
3:45-4:45PM Senate	258	Symposium	Exploring the Complexities of Identity: Multiple Contexts, Multiple Identities	Deanna Cooke
3:45-4:45PM House	263	Symposium	International Research in Europe and Other Nations	Paul Toro
3:45-4:45PM Court	267	Roundtable	Graduate Student Advocacy: Social Change within Community Psychology Programs	Bianca Wilson
3:45-4:45PM Sinclair	268	Roundtable	Teacher-Child Relationships across Developmental Stages: Why They Matter	Emily Gerber
3:45-4:45PM Lucerne	269	Innovative	Engaging Government and Building Constituencies to Advance Community Psychology	Christopher Corbett
3:45-4:45PM Lanier	270	Symposium	Exposure to Violence, Life Stress, and Psychosocial Adaptation Among Urban Youth	Emily Ozer
3:45-4:45PM Capital	275	Symposium	Community Health Research: Addressing the Needs of Multicultural Populations	Susan Torres-Harding
3:45-4:45PM Golden Key	284	Symposium	Housing Crisis in Michigan	Jose Gomez
3:45-4:45PM UL302	279	Symposium	The Cool Girls Experience: A GSU-Atlanta Community Collaboration	Jennifer Foster
3:45-4:45PM UL201	283	Roundtable	Ethics and the Role of the Evaluator in Action Research	Beverly Mahan
5:00-6:15PM Senate	288	Symposium	University-Community Partner-ships for School Success	Gretchen Lefever
5:00-6:15PM House	294	Symposium	HIV Prevention and Technology Transfer among Community-based Organizations	Heather Barton-Villagrana
5:00-6:15PM Court	298	Roundtable	Community Collaborations: What Do We Know, and What Needs Knowing?	Bill Berkowitz
5:00-6:15PM Sinclair	299	Symposium	Service needs and Service System Responses: Match or Mismatch in Educational Transitions?	Peter Dowrick
5:00-6:15PM Lanier	304	Symposium	Qualitative Approaches to Researching Refugee Communities	Kenneth Miller
5:00-6:15PM Lucerne	310	Symposium	Popular but Ineffective Juvenile Justice Interventions: Empirical Evidence Doesn't Matter	Sharon Portwood

FRIDAY PM Conference Schedule SATURDAY AM

Time & Place	ID	Format	Title	Chair
5:00-6:15PM Capital	315	Roundtable	Resource Conservation and Community Intervention Among Diverse Groups	Stevan Hobfoll
5:00-6:15PM UL302	316	Symposium	Discrimination in Settings and Well-Being	Diane Hughes
5:00-6:15PM UL201	322	Symposium	Action Research Surrounding Violence Against Women: System Response and Intervention	Laura Salazar

Friday, June 8, Evening

Time & Place	Format	Title	Hosts
6:30-7:30PM Sinclair	Special Event	Remembrance of Emory Cowen	Roger Weissberg
6:30-7:30PM Lanier	Meeting	Students of Color Meeting	Vivian Tseng & Gladys Ibanez
8 PM	Special Event	Women's Night Out – Meet outside the Ballroom between 7:30 and 7:45 to travel with others or join them at Manuels Tavern (corner of North & Highland) at 8:00 PM	Kim Eby, Charlene Baker, & Laura Salazar

Saturday, June 9, Morning

7:30 – 8:30 AM, Student Center Reception Hall, Continental Breakfast

Time & Place	Format	Title	Hosts	
8:30-9:30AM Ballroom	Plenary	SATURDAY PLENARY Award Presentation <i>Clifford O'Donnell</i> will receive an award from the Council of Program Directors in Community Research and Action for Outstanding Contributions in Community Training and Education (James Emshoff, presenter) <i>Gary Harper</i> will receive the Minority Mentoring Award from SCRA (Fabricio Balcazar, presenter). SPECIAL GUEST, the Honorable Andrew Young	Sarah Cook &	
Time & Place	ID	Format	Title	Chair
9:45-11:00AM Sinclair	328	Symposium	Role of Place Attachment and Sense of Place in Community Development and Participation	Lynne Manzo
9:45-11:00AM Lanier	334	Symposium	Factors that Influence Academic Achievement Outcomes for Minority Youth	Nadia Ward
9:45-11:00AM Lucerne	339	Roundtable	Future Directions for a Diverse Community Psychology: Bridging Diversities	Anne Brodsky
9:45-11:00AM Capital	340	Innovative	Building A Prevention Breakthrough: CSAP's Decision Support System	Jon Rolf
9:45-11:00AM UL302	341	Symposium	Building Community-based Organizations' Capacity for Evaluation: New Voices in Community Psychology	Heather Barton-Villagrana
9:45-11:00AM UL311	346	Symposium	Out-of-the-Ordinary Methodologies for Community Research: Exemplars & Resources	Rebecca Campbell
9:45-11:00AM UL201	351	Innovative	Everyone at School Hates Me!: Building Socially Accepting Classroom Environments	Amori Mikami
9:45-11:00AM UL217	352	Symposium	Community Psychology & the Law: Examining Issues Central to Social Change	Sharon Portwood
9:45-12:15AM UL216	358	Workshop	SimuReal: A Large Group Intervention for Community Problem Solving and Change	Donald Klein
11:15-12:30PM Senate	359	Symposium	Addressing Diversity in the Context of Policy: Welfare Reform as a Case Study	Joann Hsueh
11:15-12:30PM House	364	Roundtable	Sex in the City: Feminist Methodology, Community Intervention and Teen Sexuality	Bianca Guzman
11:15-12:30PM Court	365	Symposium	Building Bridges Across Diversities: Stories from the Front Lines	Meg Bond
11:15-12:30PM Sinclair	372	Symposium	Acculturation Research and Community Psychology: Where Culture and Context Meet	Dina Birman
11:15-12:30PM Lanier	377	Roundtable	Noncustodial Parents: An Important Link to Impacting Childhood Poverty	Jan Ligon
11:15-12:30PM Lucerne	378	Symposium	Evaluating and Promoting System Change to Empower At-Risk Populations	James Cook
11:15-12:30PM Capital	382	Symposium	Housing and Support for People with SMI: Towards Empowerment and Community	Bret Kloos
11:15-12:30PM UL302	386	Roundtable	Coalition building: Linking Coalitions to Further the Build Community Capacity.	Linda Lesondak
11:15-12:30PM UL201	387	Symposium	Investigating our History to Promote an Ecological Experience of Empowerment	Heather Davidson
11:15-12:30PM UL217	393	Town Meeting	Reactionary Masculinity: Destructive Behaviors among Black Adolescent Males	Jamie Berry

SATURDAY PM Conference Schedule SATURDAY PM

Saturday, June 8, Afternoon

12:30 – 2:00 PM, Student Center Reception Hall, Lunch

Time & Place	Format	Title	Chair
12:45-1:45 PM Senate	Meeting	Committee on Women (bring lunch)	Kim Eby
12:45-1:45 PM House	Meeting	Social Policy Committee (bring lunch)	Sarah Cook
12:45-1:45 PM Court	Meeting	International Committee (bring lunch)	Chris Sonn
12:45-1:45 PM Sinclair	Meeting	Self-help/Mutual support Interest Group (bring lunch)	Larry Davidson
12:45-1:45 PM Lanier	Meeting	Interest Group on Lesbian, Gay, Bisexual, & Transgender Concerns (bring lunch)	Alicia Luckstead
12:45-1:45 PM Lucerne	Meeting	Prevention & Promotion Interest Group (bring lunch)	Arthur Reynolds
12:45-1:45 PM Capital	Meeting	Community Action Interest Group (bring lunch)	Paul Speer
12:45-1:45 PM UL302	Meeting	Community Health Interest Group (bring lunch)	Steve Godin
12:45-1:45 PM UL201	Meeting	Disabilities Interest Group (bring lunch)	Esther Onaga
12:45-1:45 PM UL216	Meeting	School Interventions Interest Group (bring lunch)	Emily Bradburn & Nadia Ward
12:45-1:45 PM UL217	Meeting	Rural Interest Group (bring lunch)	Sherry Hamby

Time & Place	ID	Format	Title	Chair
2:00-3:15PM Senate	394	Symposium	Racism, Socialization and Well-Being Outcomes	Shelly Harrell
2:00-3:15PM House	400	Town Meeting	Promotion in the 21st Century: Challenges and New Directions	Vivian Tseng
2:00-3:15PM Court	401	Symposium	Forging Strengths-based Social policy: A Strategic Brainstorming Session	Ken Maton
2:00-3:15PM Sinclair	406	Roundtable	Changing Men: Interventions for a Multicultural, Feminist Community Psychology	Eric Mankowski
2:00-3:15PM Lanier	407	Roundtable	University-Church Collaboration in Conducting HIV/AIDS Prevention Research	Donna Baptiste
2:00-3:15PM Lucerne	408	Innovative	The Collaborative Divorce Project: Whose Side are You On Anyway?	Marsha Kline Pruett
2:00-3:15PM Capital	409	Workshop	A Community-Based Approach to Reducing Racism in Children	Lorna London
2:00-3:15PM UL302	410	Innovative	Geographical Information Systems Applications in Prevention Science and Practice	Jack Pollard
2:00-3:15PM UL311	411	Symposium	Interdisciplinary Models for Graduate Training in Community Research & Action	Joseph Cunningham
2:00-3:15PM UL201	416	Innovative	From Inquiry to Action: Organisational Change in an Acute Psychiatric Unit	Robyn Mills
2:00-3:15PM UL216	417	Innovative	Mutual Concerns When Collaborating with State/Community Directed Funded Projects	Donald Unger

Saturday, June 9, Afternoon Poster Session
Alumni Hall Veteran's Hall, 3:30 – 5:00 PM

Theme	PODS	Abstract IDs
Addiction	A	418 - 424
HIV / STD	A – B	425 - 430
Disability	B – D	431 - 446
Academic Achievement	D – E	447 - 454
Youth	E - F	455 - 468
Diversity	F - G	469 - 478
International	H – K	479 - 503

Saturday, June 9, Evening

7:30PM, Fox Theatre, 660 Peachtree Street NE
SOCIETY BANQUET
Music provided by Full Moon Trio

SUNDAY AM Conference Schedule SUNDAY PM

Sunday, June 10, Morning

7:45-9:00, Student Center Reception Hall, Continental Breakfast

Time & Place	Format	Title	Chair	
7:45-8:45AM Sinclair	Meeting	Meeting of the Racial and Cultural Affairs Committee (with Breakfast)	Fabricio Balcazar	
7:45-8:45AM Capital	Focus Group	Topic: Dalton, Elias, & Wandersman (2001) <i>Community Psychology: Linking Individuals and Communities</i> (with Breakfast)	Jim Dalton	
Time & Place	ID	Format	Title	Chair
9:00-10:00AM Senate	520	Symposium	Using Social Norms to Prevent High-Risk Drinking by College Students	Catherine Crosby-Currie
9:00-10:00AM House	504	Roundtable	Employment in Community Psychology	Clifford O'Donnell
9:00-10:00AM Court	506	Roundtable	Community Psychology and the Law in Academia	N. Dickon Reppucci
9:00-10:00AM Sinclair	507	Symposium	Strategies for Community Development	Cari Courtenay-Quirk
9:00-10:00AM Lanier	512	Symposium	Overview of the AAYP's School and Community Intervention	Brian Flay
9:00-10:00AM Lucerne	516	Symposium	Contributions of Mutual Help to Recovery	Bret Kloos
9:00-10:00AM Capital	524	Symposium	Partnering with Churches to Promote Health	Sally Canning
9:00-10:00AM JL302	505	Roundtable	Measuring Youth Engagement and Outcomes in Community-Based Arts Programs	Elizabeth Thomas
9:00-10:00AM JL201	529	Town Meeting	Meet the Editor of the American Journal of Community Psychology	William Davidson
9:00-10:00AM JL216	530	Workshop	Students Make Their Case: Teaching Community Psychology	Cheryl Ramos
9:00-10:00AM JL217	531	Roundtable	Ethnic Minority Male Sexual Assault and Racially-motivated Hate Crimes.	Kamilah Woodson
10:15-11:15AM Capital	532	Roundtable	Community/Research Partnerships: Collaboration, Exploitation, or Something in Between?	Tamara Gathright
10:15-11:15AM JL302	533	Roundtable	Community-Based Interventions for Refugee Children: Theory and Evaluation	Elise Cappella
10:15-11:30AM Sinclair	534	Symposium	Second Order Change: Our New Frontier	Joseph Ferrari
10:15-11:30AM Lanier	540	Symposium	Innovative Interventions: Using Peers to Promote Social Change	Erin Hayes
10:15-11:30AM Lucerne	545	Symposium	The Process of Community Research & Action-Untold Stories	Janet Gillespie
10:15-11:30PM JL201	551	Symposium	Deconstructing Whiteness: Dominant Systems Responding to Indigenous Challenges	Christopher Sonn
10:15-11:30AM JL217	556	Workshop	Envisioning New Possibilities in Community Organizations	William Madsen
11:45-12:45 PM Speaker's Auditorium	Plenary	Conference Closing Toward Creative Maladjustment: Martin Luther King's Words Then and Now	Cary Cherniss & the SCRA Diversity Task Force	

Sunday, June 10, Afternoon

Time & Place	Format	Title	Chair
1:00-3:00PM Capital	Meeting	CARC Postconference Meeting	John Robert Newbrough

THURSDAY JUNE 7

TH 10:00AM-12:00PM Capital

CARC Preconference Meeting
John Robert Newbrough, Chair

TH 10:00AM-12:00PM Golden Key

Council of Community Psychology Program Directors
James Emshoff, Chair

TH 11:00AM-12:00PM Lanier

Regional Coordinators Meeting
Paul Toro, Chair

TH 1:00-2:00PM Senate

[1]
Ethnic Identity: Influences on Well-being and Implications for Intervention
S. McMAHON¹

¹DePaul University, Chicago, IL

Although psychology has long considered concepts such as self-esteem and self-efficacy as important predictors of adjustment, only recently has the field as a whole begun to recognize ethnic/racial identity as an important factor in adolescent development. This presentation is designed to: 1) examine theoretical issues related to ethnic/racial identity, 2) present data suggesting that ethnic identity should be considered an important influence on adolescent well-being, and 3) explore the implications of these findings. The presenters will encourage the audience to consider how interventions can incorporate content on ethnic/racial identity and help youth better understand the larger societal and contextual influences on their lives.

[2]
Adolescent Ethnic & Racial Identity Development: A Review
S. SHAH¹ AND L. GARNER¹

¹DePaul University, Chicago, IL

This portion of the symposium will set the stage for the remaining presentations within the symposium by briefly reviewing theories of racial and ethnic identity development, placing racial and ethnic identity development in the context of adolescent development, and reviewing outcomes associated with racial and ethnic identity development. Traditionally, psychology has given limited attention to racial and ethnic identity and its implications for development. Yet, as Helms and others note, race and ethnicity are "core" aspects of identity, particularly given the social and political significance of race and ethnicity in our society. Over the years, several models of racial and ethnic identity development have been proposed. We will review these models briefly, with a particular emphasis on Phinney's model of ethnic identity development, which highlights ethnic identity development during adolescence. Next, we will examine how ethnic and racial identity development fits into the larger context of adolescence, including the growing importance of peer relationships, the desire for individual autonomy, and the increasing capacity for abstract thinking. Finally, we will review outcome research, and describe the relationships between ethnic and racial identity with variables such as self-esteem, self-efficacy, and aggression.

[3]
Adolescent Well-Being: Is Ethnic/Racial Identity an Important Influence?

S. McMAHON¹

¹DePaul University, Chicago, IL

Ethnic/racial identity was examined in relation to several measures of adolescent well-being. Urban African American youth from two schools were surveyed prior to beginning a violence prevention program requested by their schools. Self-report measures included ethnic/racial identity, self-worth, self-efficacy, empathy, coping, beliefs supporting aggression, aggressive behaviors, depression, and anxiety. Teachers also completed a survey on each student, which included an assessment of prosocial behavior. Findings suggest that ethnic identity was associated with a range of positive feelings about oneself and health-related outcomes. Using correlational analyses, higher scores on ethnic/racial identity were significantly associated with higher scores on global self-worth, self-efficacy, empathy, and active coping, and fewer beliefs supporting aggression. Multiple regressions were conducted to examine the relations between ethnic/racial identity, gender, age, and school setting on adjustment measures. The results suggested that youth with a greater sense of ethnic/racial identity had fewer aggressive behaviors, less depression, and more prosocial behaviors (teacher report). The presenter will explore the implications of these findings and how a psychological or sociopolitical sense of connectedness to others with the same ethnic/racial background may be beneficial to young people.

[4]
Cultural and Sociopolitical Factors: Implications for Interventions with Youth

R. WATTS¹

¹Georgia State University, Atlanta, GA

This contribution to the symposium considers the ways an understanding of context, particularly cultural, historical and political context may influence, or be influenced by, the ecological settings young people experience. As the second presenter's findings suggest, ethnoracial and political consciousness has the potential for being an asset for children in oppressive environments. One unanswered question is whether this consciousness emerges from, or is a trait-like bulwark against, the perils of their social environment. A community psychologist would suggest that the answer requires an understanding of both and the interplay between the two. I will urge my colleagues to investigate the potential benefits of raising the political and cultural consciousness of youngsters as a means of enhancing the effectiveness of skill-building interventions. Such programming would involve an exploration of the systemic aspects of the social maladies that disproportionately impact certain demographic populations. Based on the chair of this symposium's finding of a positive relationship between ethnic identity and peace-related behavior, one could speculate that a sophisticated ethnoracial identity and worldview has the potential to boost the impact of narrowly focused skill-building interventions. In an effort to engage the audience in a discussion of these ideas, I will offer some ideas for theory development that would make such a synergy plausible.

TH 1:00-2:00PM House

[6]
Popular, but Unproven, School-based Programs: Questioning Unchallenged Support

P. BRITNER¹

¹University of Connecticut, Storrs, CT

Schools often are overwhelmed with a plethora of prevention and intervention programs implemented within the educational system. Although many programs appear to have beneficial curricula, few initiatives are backed by empirical data supporting their efficacy. Despite the lack of supporting evidence, many of these programs continue to be funded and implemented in schools nationwide. A few notable examples of this trend include D.A.R.E., abstinence-only sex education, and peer-based prevention models. Reasons for the maintenance of such programs, in light of their unproven effectiveness, will be examined. In addition, the role community psychologists should play in addressing these issues will be highlighted.

[7]
Abstinence-only Sex Education: An Unproven Agenda

J. TWEED¹

¹University of Virginia, Charlottesville, VA

Identifying the most effective and appropriate strategies for addressing adolescent sexual activity has been a long-standing topic of public debate and more importantly, public health. Adolescent pregnancy, sexually transmitted diseases, and other potential complications incurred during unprotected sexual activity were considered a public health concern significant enough to create a legal mandate in 1977 allowing teens unrestricted access to contraception. However, continuing controversy exists over methods for educating adolescents about sexual development. Some argue that abstinence-based curricula should be the only instruction provided. This ideological viewpoint, while popular, does not have strong empirical support in preventing the onset of teen sexual activity. While abstinence-only programs often are promoted for religious, moral, and political reasons, evaluations have not demonstrated any long-term impacts on adolescent sexual behavior; only more positive attitudes toward abstinence. In contrast, research indicates that education initiatives that include instruction regarding safe sexual practices have sustained impacts on teen sexual behavior, such as condom use. Nevertheless, abstinence-only programs continue to receive federal funding while safer sex curricula are resisted. Community psychologists should aim to become active in disseminating these results and further, to assist communities and schools identify empirically effective sexual education curricula.

[8]
D.A.R.E.: A Popular but Ineffective Drug Prevention Program

J. MEYER¹

¹University of Virginia, Charlottesville, VA

Drug Abuse Resistance Education (D.A.R.E.) is a school-based drug prevention program, with a 17-week core curriculum taught by uniformed law enforcement officers. D.A.R.E. was developed in 1983, and has since become the most widely implemented school-based drug prevention program in the U.S. It is currently used by at least seventy percent of the nation's school districts. Despite its widespread popularity, there is a lack of documentation supporting the program's efficacy. Short-term evaluations of D.A.R.E. have demonstrated minimal effects. However, long-term evaluations of D.A.R.E. have suggested that it is not effective in diminishing actual drug use, or in altering drug attitudes, self-esteem, or resistance to peer pressure. Possible reasons why D.A.R.E. remains so popular will be discussed, including its emergence as a form of symbolic politics, the self-serving motivations of stakeholders (such as educators and police) in legitimizing and promoting it, and the role of a complex organizational support structure in its expansion. It will be argued that community psychologists should become involved with evaluations of the D.A.R.E. program to determine the strengths and weaknesses of its design, in an effort to aid the development of more efficacious means of drug prevention.

[9]
The Questionable Efficacy of Peer-Based Prevention

M. SCHMIDT¹

¹University of Virginia, Charlottesville, VA

In-school peer-based prevention and intervention programs aimed at combating delinquency and substance abuse have been popular since the mid-1980's. Examples include: peer group counseling, in which at-risk youths are brought together and encouraged to examine their own behavior; peer mediation, in which trained peer mediators help students find solutions to conflicts which might otherwise escalate and result in school suspensions or demerits; and peer-led substance abuse programs, in which the delivery of anti-drug/alcohol messages by peers (as opposed to adults) is thought to be more credible and thus more effective in preventing substance abuse. Despite their popularity, however, these programs have at best produced mixed results and at worst backfired, producing an increase in the behaviors they were designed to prevent. This presentation will address the problems that have been uncovered in evaluations of such programs, and highlight two roles for community psychologists: (1) increasing the methodological rigor of program design and implementation to improve the effectiveness of peer-based programs where possible; and (2) improving evaluation strategies and

dealing with the question of what to do when popular programs don't produce positive results.

[10]
Discussant
M. ABER¹

¹University of Illinois at Urbana-Champaign, Champaign, IL

TH 1:00-2:00PM Court

[11]
Powerful Questions: Qualitative Methodology as an Instrument of Community Change

S. BERKOWITZ¹, P. FOSTER-FISHMAN¹ AND D. LOUNSBURY¹

¹Michigan State University, East Lansing, MI

Over time, the use of qualitative methods has gained a base of acceptance within the field of community psychology. What is less acknowledged, however, is the potential for qualitative research methods to create settings that facilitate change within organizations, systems, and communities. In a flexible, semi-structured interview process, a researcher is often providing participants with one-on-one feedback about their larger context at the same time he/she is gathering their perceptions of that reality. Thus, interviews and other qualitative methods can serve as mediating structures that bridge the gaps between stakeholders or between a stakeholder and his/her larger context. The power of these settings is unleashed when the knowledge, opinions, and hopes of individual participants are affirmed, reflected, and shared across a stakeholder domain. In this roundtable presentation, discussants will share examples of how qualitative research processes have had unintended but positive impacts on systems and communities under study and encourage the sharing of similar examples by roundtable participants. In addition, discussants will facilitate exploration of the practical and ethical issues involved in harnessing qualitative methods as a catalyst for community change.

TH 1:00-2:00PM Sinclair

[12]
Community Action-Research Centers "Woods Hole" Project: A Progress Report

J. NEWBROUGH¹

¹Vanderbilt University, Nashville, TN

In an interactive format, this is a report of the Community Action-Research Centers Project that began as a Woods Hole Project in 1994. Three sites have been selected: University of Puerto Rico, Rio Piedras, University of Kansas, Lawrence and three universities in Chicago (DePaul, Loyola, and University of Illinois, Chicago in consortium). Two projects have been proposed for the network: (1) Use of the Community Tool Box developed at the University of Kansas to develop community development consultation capacity at the sites, and to connect with persons interested in participating in the CA-RC Project. (2) A conference in Chicago about community-university partnerships to bring together the best thinking about methods for Community Research and Action. These two will be briefly presented along with the current thinking about what the CA-RC Project will be pursuing for its first collaborative project in community development.

[13]
Building Capacity for the Work Using the Community Tool Box
V. FRANCISCO¹, J. SCHULTZ¹, S. FAWCETT¹, T. WOLFF², B. BERKOWITZ³ AND R. BREMBY¹

¹University of Kansas, Lawrence, KS; ²University of Massachusetts Medical School, Amherst, MA; ³University of Massachusetts, Lowell, Lowell, MA

This paper will focus on the development of a "CTB/CA-RC Learning Community" through the Community Tool Box (<http://ctb.ukans.edu/>). The Learning Community will provide an on-line place to join others in reflecting on and supporting the work of building healthier communities. As the CTB WorkStation provides supports for core activities (e.g., planning) and related products (e.g., strategic plans), the Learning Community offers access to peers and mentors. We assume that those doing and learning about their work: (a) face difficult puzzles and challenges, (b) have much to learn and teach, and (c) can improve our common efforts by connecting with others engaged in this work. Content of the Learning Community will be organized around 5 key areas including a Guidance and Problem Solving Forum, Stories of Success as told by community members, Lessons Learned from doing the work of community building, Inspirational Quotes where folks can provide and receive encouragement and renewal, and Other Resources and Links where people can share their materials and how they can be used. The presenters will share their preliminary lessons from engaging several communities in this effort, and invite the participants to become involved in it themselves.

[14]
A Conference: Participatory Research in Community Psychology

C. KEYS¹, R. TAYLOR², M. DAVIS², J. DURLAK³, D. HOLTZ-ISENBERG⁴ AND G. TEGART¹

¹University of Illinois at Chicago, Chicago, IL; ²DePaul University, Chicago, IL; ³Loyola University, Chicago, IL; ⁴Illinois Self-Help Coalition, Chicago, IL

During this discussion, audience members will be briefed about Division 27's Community Action-Research Centers agenda. This discussion will focus on updating audience members about plans for a 2002 Chicago site conference and soliciting feedback from the audience regarding topics relevant to different types of participatory research in community psychology. Examples of specific topic areas for the conference might include: Participatory action research, empowerment evaluation, culturally-anchored research, feminist research, community development, narrative ethnographic research, prevention science, and the liberation approach. Examples of crosscutting themes relevant to participatory research that conference presenters should be required to address in their presentations may include: Practical issues that emerge in project implementation over time, training participatory action researchers, power considerations in the research relationship, social action/social justice agendas, readiness for change, roles of the researcher, the community researcher as a change agent, making values and perspectives explicit, empowerment and who is being served, and university-community partnerships. Ideas about conference structure may include having pre-conference papers distributed to all attendees, having individuals serve as reactors and scribes during conference presentations, involvement of community members in the conference, and innovative presentations showcasing community-based projects.

[15]
CARC Progress Discussant
G. BERNAL¹

¹Trujillo Alto, Puerto Rico

This presenter will react to the proposals of the other CARC sites and engage in an active feedback and brainstorming regarding potential roles of the University of Puerto Rico hub.

TH 1:00-2:00PM Lanier

[16]
Multicultural Parenting Project: A Model of University-Community Collaboration

S. LIM¹, A. BRISCOE¹ AND E. MIDDAUGH¹

¹University of California, Berkeley, Berkeley, CA

The Multicultural Parenting Project (MPP) was created in response to a recent initiative to declare Oakland, California a "No Spanking Zone". This initiative reflects an increasing tendency to intervene in family processes through punitive methods. As the call for parent accountability for the actions of their children increases, it is necessary to find out whether community resources are available to parents to respond to these mandates of culpability. This need has led to an exploration of a) parents' attitudes about state and local policies which affect their families; b) disciplinary practices of a multicultural community; and c) a new model of university-community collaboration. In this presentation we will highlight our partnership with one Latino community in Oakland, California. This example will present our model of university-community collaboration. We will describe our method of entry, data we have collected to better understand parents' concerns, and our facilitation of parent empowerment in addressing these issues. This model serves to meet not only our research goals, but also parent goals and community needs by fostering dialogue between parents, community leaders, service providers and the research community.

TH 1:00-2:00PM Lucerne

[17]
Developing An Assessment Process to Detect Community Level Change

M. SHEPHERD¹

¹Kansas Health Institute, Topeka, KS

There is a growing recognition that only by improving the health status of the entire population can we begin seriously reducing the incidence of preventable disease and disability. Declines seen in smoking, inactivity, and fat intake offer evidence that changes in social norms, and not individual treatment strategies, have influenced people to modify their behaviors. The potential benefits have encouraged many governments, organizations, and individuals to become involved in attempts to improve communities overall health and well-being. Despite this interest in improving community health and well-being through programs aimed at making change on a community level, little has been accomplished in evaluating or researching these interventions. Most researchers and funding bodies agree that many basic questions remain unanswered because traditional evaluation methods and tools are inappropriate, and that new methods are necessary to effectively capture the long term process, cultural, and outcome indicator changes on the community level. This roundtable discussion will explore recent innovations in theory and practice regarding measuring community level change. An emphasis will be placed on obtaining audience input and feedback on a innovative theory and assessment process exploring the relationship between social capital, social well-being, and community health.

TH 1:00-2:00PM Capital

[18]
Social & Cultural Dynamics of Disaster Recovery in Mexico: Teziutlan, Puebla & Villahermosa, Tabasco

A. MURPHY¹

¹Georgia State University, Atlanta, GA

This symposium reports on the ethnographic, qualitative, and socio-demographic aspects of the project "The Social and Cultural Dynamics of Disaster Recovery." The project has three components: (1) an epidemiological study of normative stress levels in Mexico; (2) a study of the recovery process after a disaster, and (3) ethnographic studies of

postdisaster community building and beliefs concerning the prevention and occurrence of disasters. The papers in this symposium focus on the qualitative and socio-demographic studies in the normative cities Oaxaca, Oaxaca, and Guadalajara, Jalisco, and the 1999 disaster cities of Teziutlan, Puebla, and Villahermosa, Tabasco.

[19]
The Social, Political, and Economic Aspects of Disasters and Recovery in Mexico

A. MURPHY¹

¹Georgia State University, Atlanta, GA

This paper explores the social, political and economic factors associated with both exposure to and recovery from natural disasters. The analysis is based on a socio-demographic and psychological questionnaire administered to 205 households in Teziutlan, Puebla and 461 in Villahermosa, Tabasco. Teziutlan is a city of approximately 80,000 residents in the eastern mountains of the state of Puebla in central Mexico. In October of 1999, several hundred families lost their homes and over 100 loved ones in a series of landslides. Villahermosa is the capital of the state of Tabasco. Located on the coastal plain of the Bay of Campeche, this city of 500,000 suffered significant flooding as the three rivers circling the city drained the mountains of Puebla, Veracruz, and Chiapas. In addition to differences between the residents in the two cities, e.g., mean income \$260/month in Teziutlan vs. \$580/month in Villahermosa; nine years of education for heads of household in Villahermosa vs. 6 years in Teziutlan, the paper will look at variation within each city. Each city will be compared to normative population samples in the cities of Oaxaca, Oaxaca and Guadalajara, Jalisco. The influence of socioeconomic factors on disaster recovery in these communities will be explored.

[20]
Dams, Floods, and Snails: Floods and Recovery in Villahermosa, Tabasco, Mexico

J. HILL¹

¹Georgia State University, Atlanta, GA

In October of 1999 the city of Villahermosa, Tabasco, Mexico suffered the worst flooding in over a century. Not only were the poorer and low-lying sections of the city flooded, but also for the first time many middle class neighborhoods found themselves underwater. This paper is based on 6 weeks of ethnographic study carried out in March and September of 2000. The purpose of the ethnographic study was to gain insights into the ermic belief system surrounding flooding. The research consisted of open-ended interviews in the colonia (neighborhood) Vicente Guerrero, a poor irregular community that was severely flooded during the event. The interviews were carried out one-on-one and in groups. Beliefs about the causes of flooding fall into three categories: natural, supernatural, and human action. Prevention was placed in two categories: folk traditions and practical actions. This paper discusses the nature of each of these categories and their implications for future preventive action.

[21]
Politics & Housing: Building Community After the Landslides in Teziutlan, Puebla

A. URRESMENDI¹

¹Georgia State University, Atlanta, GA

In the fall of 1999, a series of tropical depressions resulted in extraordinary rainfalls in the mountains of Eastern Mexico. In the city of Teziutlan, Puebla several hundred families lost their homes and over 100 people their lives when the steep slopes their homes were built on gave way. In order to accommodate the needs of the population, a new sub-division (colonia/ fraccionamiento) is being developed for over 350 of the families who lost their homes in the disaster. This paper is based on two months of ethnographic research living in the community. Living with the residents, I was able to observe and evaluate how social, political, and economic factors are influencing the process of community building. Three major factors are influencing the ability of people to come together to form community: First is the fact that many are strangers to each other. Little care has been taken to see to it that neighbors from the previous neighborhood live close to each other in the new community. People feel as if they are among strangers and

are uncomfortable in such a context. Second, the contested nature of politics in Mexico means that political parties use divisions within the community to gain advantage. Traditional methods of decision making such as assemblies and consensus are being replaced by partisan secret ballots. Finally, religious divisions within the new community make it even more difficult for them to organize and petition for goods and urban services.

TH 1:00-2:00PM UL201

[27]
Social Change through Service Learning: Student, Faculty and Agency Perspectives

L. KOHN¹, S. HARTSHORN¹, M. STURZA¹, M. FARR¹, L. GUTIERREZ¹ AND A. RUEDA-RIEDLE²

¹University of Michigan, Ann Arbor, MI; ²Detroit Hispanic Development Corporation, Detroit, MI

Service learning involves partnerships between academic institutions and community agencies to invigorate and authenticate students' educational experiences and to serve community needs. As a pedagogical tool, service learning can be an ideal model for social change goals as it facilitates community involvement and a sense of community citizenship among students. However, the students, faculty and community members involved in these partnerships view the goals of service learning through unique lenses. In this presentation, students, faculty and agency representatives will discuss their expectations and experiences with service learning and the utility of the model as a method for social change.

[28]
The Necessity for Community Involvement in Classroom Learning

S. HARTSHORN¹ AND M. STURZA¹

¹University of Michigan, Ann Arbor, MI

University courses teach empowerment theory, prevention practices, and consensus and conflict theories. However, these remain theories to undergraduates unless they are given real life forums in which to observe and facilitate social change. Service learning opportunities provide such forums. Prior to our community-based fellowships and service learning courses, we had learned these theories and practices of community psychology. Unfortunately, without direct involvement, we had difficulty understanding how this information could be used to enact social change. Without actual interaction with non-profit agencies, we failed to realize how much our knowledge and skills could help them further achieve their program goals, and how much the experience and knowledge of the agency could help us put in practice our knowledge and pursue our interest and goals. Community psychology focuses on creating change in partnership with community members. Therefore, it seems contradictory to have courses without this essential component. We will provide examples of how this has proved effective for expansion of classroom learning and establishment of career direction. We will also propose a framework for application in other undergraduate courses and discuss the implications of this framework for social change.

[29]
The Community Agency and Student Learning: What Can We Learn From Each Other?

A. RUEDA-RIEDLE¹

¹Detroit Hispanic Development Corporation, Detroit, MI

In the past, the extent of the liaison between universities and community agencies has been limited to research activities. At the end, the university leaves few dollars in the community and the agency sees no rewards for its participation. In the last few years, universities and community agencies have been working together as partners in learning. Students interact on a daily and weekly basis with both clients and employees with the purpose of gaining knowledge about designing and implementing programs and designing and conducting research that benefit both the community and the organization and seeing the reality of the community in terms of its characteristics and needs. These students will go back to the classroom to design research that will address those needs. The

agency views this as an opportunity to show the student that working in a community organization is a rewarding experience (intellectually and personally), hoping to entice them to come back after their undergraduate or graduate education is finished. Community agencies need more people who are both experienced in research and program design and delivery so that clients benefit from programs that address their needs and improve the quality of their lives in the long run.

[30]
An Expansion of Roles: Service Learning from the Faculty Perspective

L. KOHN¹ AND M. FARR¹
¹University of Michigan, Ann Arbor, MI

As educators our goals center on the development of critical thinking and analysis. As community psychologists and community organizers we are committed to social change. Service learning represents a marriage between these goals as it provides students with opportunities to critically think while exploring opportunities for community change. We believe the role of student learning can expand to include social responsibility through service. However, this kind of active learning also requires an expansion of the role of educators and a connection to community agencies and community members. We will present our experiences with these expanded roles through our "Empowering Families and Communities" course at the University of Michigan. Specifically, we will discuss the connection between service learning and social change, the classroom setting as alternate environment for this connection, and the techniques used to facilitate our service learning paradigm. Further, we will present ways in which we have attempted to tie research and knowledge to actual experiences that connect students to communities beyond their own.

TH 1:00-2:30PM UL216

[31]
Reforming Systems of Care: A Developmental Approach
R. COHEN¹

¹Virginia Commonwealth University, Richmond, VA

This workshop will provide participants with an ecologically based conceptual framework and an array of practical approaches for developing/improving systems of care for children and families. Using the Virginia Comprehensive Services Act for At Risk Youth and Families(CSA) as an illustrative example of we will review the evolutionary process of developing and implementing a comprehensive system reform initiative in order to understand the issues involved in successfully managing large scale change in human services and to become familiar with some of the tools and interventions used to facilitate reform. CSA was enacted in 1992 to ensure that children with serious emotional or behavioral disorders received individually tailored comprehensive services that were family focussed and community based. Sixteen categorical statewide funding streams were pooled and reallocated to localities to support child and family specific service plans developed by interagency teams in collaboration with family members. The system currently serves more than 16,000 children per year with an annual budget of nearly \$200,000,000. The CSA has several positive attributes as an exemplar of service system reform. Because the Act addresses programmatic, organizational and financial aspects of children's services on a state and local level it provides an opportunity to examine all components of the delivery system and the impact of change on these functions individually and collectively. The relatively long time span during which the author has been involved with the development, implementation and evaluation of CSA -15 years - will allow participants to obtain a longitudinal perspective on large scale system change.

The workshop will provide a brief overview of the purpose and chronology of CSA highlighting critical events and decisions that shaped the course of this system. An ecological model of change will be presented and guiding principles for service system change will be presented. The role of political, economic and social/cultural forces in promoting or impeding system change will be addressed. Examples will be given of how this model and principles were applied at various stages of maturation of CSA. Participants will be invited to assess the impact of these actions and consider how alternative approaches might have affected development of the system.

Discussion will focus on planning and establishment of CSA, initial implementation, and adjustments made while the system has been fully operational. Attention will be given to the introduction of a decision support system in response to escalating costs and expressed concerns about discrepancies between stated service policies and principles, and actual practice. The role of applied research in shaping CSA will be discussed. Finally, participants will be given an opportunity to apply concepts presented in the workshop to their own experiences/interests.

Time-line of training: Introduction and overview; Description of CSA and presentation of conceptual model/principles/approaches for service system reform; Presentation and discussion of application of model/principles to critical stages of CSA development; Application and discussion in relation to participants experiences/interests; Synthesis and wrap-up Participants will be given 1) articles describing CSA, 2) CSA feasibility study and evaluation reports, and 3) copies of overhead materials used in workshop.

TH 2:15-3:30PM Senate

[32]
Culture and Context in Prevention: The Study Group on Culture and Ethnicity

E. SMITH¹, V. MURRY², H. STEVENSON³, D. HUGHES⁴ AND N. HILL⁵
¹Centers for Disease Control & Prevention, Atlanta, GA; ²University of Georgia, Athens, Georgia; ³University of Pennsylvania, Philadelphia, PA; ⁴New York University, New York, NY; ⁵Duke University, Durham, NC

Culture and context are complex to understand both conceptually and scientifically. Many researchers would like to develop approaches to prevention that are effective and applicable across multiple cultural and contextual settings. However, emerging qualitative and empirical work suggests that attention to culture and ethnicity might be important to the process and effects of prevention research. The Study Group on Culture and Ethnicity is a group of scholars who seek to understand these constructs and implications for science and practice, particularly in community-based prevention. This innovative session will involve some of the scholars in the study group. Velma McBride Murry's presentation will explore culture as it pertains to parenting in rural ethnic minority families. The longitudinal research of Murry and colleagues examines risk and protective factors in parenting with implications for prevention. This work identifies cultural strengths as well as risks. One example includes the use of "no-nonsense parenting," more authoritarian approaches that are also warm and nurturing, and found to be related to child competence in some ethnic minority families. Videotape sessions of families will help in identifying important dimensions of parenting in families of color. Diane Hughes will discuss her work examining the ways in which parents, with varying experiences of job-related racism and discrimination, socialize their children regarding race. She will share qualitative information on racial socialization using videotaped focus-groups with African-American parents. Importantly, she will describe current assessment approaches and engage participants in identifying other more innovative, unconventional methods to understanding racial socialization. Howard Stevenson will describe work focusing upon the elements of movement in a multi-systemic cultural socialization project. The PLAAY Project (Preventing Long-term Anger and Aggression in Youth) is a multi-component program seeking to reduce the anger and aggression of youth with a history of interpersonal conflict. The program includes martial arts, in-vivo intervention during basketball play, cultural-socialization group therapy, and parent empowerment groups. The session will include videotapes illustrating the role of movement in describing how youth deal with anger and frustration, and growth made by youth during the intervention. Emilie Phillips Smith will describe her prevention efforts bridging home, school, and community contexts to promote prosocial behavior, competence, and academic achievement. EARLY ALLIANCE is a multi-component initiative focusing on elementary-age children that encourages families, teachers, and community mentors to use similar behavioral strategies in promoting positive behavior and achievement in the children. She will share videotapes of teachers, parents, and mentors discussing their involvement with children and elicit from participants the various cultural and contextual considerations in implementing prevention approaches with families, teachers, and community mentors. Nancy Hill will facilitate a discussion of the collection of research efforts and involve

the audience in cross-cutting thinking that explores the role of culture and ethnicity in prevention research. This workshop will contribute to conference goals and objectives by furthering our understanding of human diversity, social ecology, and community-based prevention research.

TH 2:15-3:30PM House

[33]
Feminism and Community Psychology: Discovering Integrated Understandings

J. HILL¹, K. EBV², M. BOND³, A. MULVEY³, A. BRODSKY⁴, M. ROSARIO⁵, H. ANGELIQUE⁶, L. BOND⁷, R. CAMPBELL⁸, M. CULLEY⁹, S. HAMBY¹⁰, I. HUYGENS¹¹ AND H. HAMERTON¹²
¹New Mexico Highlands University, Las Vegas, NM; ²George Mason University, Fairfax, VA; ³University of Massachusetts Lowell, Lowell, MA; ⁴University of Maryland Baltimore County, Baltimore, MD; ⁵City College, New York, NY; ⁶Pennsylvania State University, Middletown, PA; ⁷University of Vermont, Burlington, VT; ⁸University of Illinois at Chicago, Chicago, IL; ⁹Kansas City, MO; ¹⁰Eastport, Maine; ¹¹Workwise, Hamilton, New Zealand; ¹²University of Waikato, Hamilton, New Zealand

This innovative session will utilize a learning community approach to explore issues related to feminism and community psychology. Specifically, the participants in the learning community will be charged with developing ways in which the two Special Issues of the American Journal of Community Psychology on feminism and community psychology can be utilized in teaching and training. The goal of the session will be the development of a teaching guide for use with the special issues. We use the term learning community to refer to an integrated, interactive learning environment in which participants of the session will take much of the responsibility for actively constructing integrated understandings of feminism and community psychology. The discussion will be organized around the seven themes identified by the editors of the two special issues as connecting feminism and community psychology. These themes include: integrating contextualized understandings, paying attention to issues of diversity, speaking from the standpoints of oppressed groups, adopting collaborative approaches, utilizing multilevel, multimethod analyses, adopting reflexive practices, and taking activist orientations.

The innovative session will begin with a description of the task and structure of the session and an introduction to the goals, content, and process of publishing the two special issues. After these remarks, the audience will be invited to break down into small groups based on the seven themes of the special issues. These small groups will be co-facilitated by the authors of the articles contained in the special issues, and wherever possible, by graduate students and junior professionals in order to encourage intergenerational perspectives. Group members will be asked to reflect on the articles in the special issues and their own experiences, and then to develop ideas for using the issues to promote integrated understandings about the connections between feminism and community psychology. Each group will then present their ideas to the larger group and the process for formulating those ideas into a teaching guide will be discussed.

TH 2:15-3:30PM Sinclair

[34]
Roundtable: Teaching a Community Psychology Course
J. DALTON¹, S. DAVIS², M. ELIAS³, C. CROSBY-CURRIE⁴ AND J. FERRARI⁵

¹Bloomsburg University, Bloomsburg, PA; ²North Central College, Naperville, IL; ³Rutgers, The State University of NJ, New Brunswick, NJ; ⁴St. Lawrence University, Canton, NY; ⁵DePaul University, Chicago, IL

This roundtable concerns a set of seven questions regarding teaching undergraduate and graduate community psychology courses. Panelists and attenders will discuss these in roundtable format. Questions: What are your favorite term projects or extended assignments? Briefly explain objectives, methods and products. How can undergraduates learn something engaging and important about "doing" community psychology? Do you have students perform community service? For how many hours, in what types of

settings, performing what duties? What use do you make of community service experiences in class or course assignments? If you were given the freedom to create a 1-credit lab component in addition to a 3-credit community psychology course for undergraduates, what would you develop for this experience? What are your favorite videos or films for use in a community psychology class? What are your favorite in-class exercises for a community psychology course? What are the challenges of teaching community psychology to students who have a strong bias toward "rugged individualism"? How do you market your undergraduate community psychology course to students? Who takes it and why? How can we encourage greater student awareness of community psychology? How can we encourage interdisciplinary perspectives in the classroom?

TH 2:15-3:30PM Lanier

[35]
Variations in Consumer Participation

R. TAYLOR¹ AND L. JASON¹
¹DePaul University, Chicago, IL

This symposium will showcase a number of innovative community-based research projects, highlighting exactly how consumer participation was implemented at each stage of the research process, and focusing on variations in methodological approaches as well as interpersonal aspects of consumer participation. Presenters will discuss challenges that arose in the process of designing and implementing participatory research as well as positive outcomes of the process. Several issues will be highlighted, including the degree of shared ownership with consumers, managing competing world views and perspectives, the role of human diversity in collaboration, and use of the "light touch" to create and sustain research relationships. The discussant will generate audience participation through the use of thought questions that focus on the above-mentioned issues.

[36]
Partnering with an Independent Living Center

R. TAYLOR¹ AND L. JASON¹
¹DePaul University, Chicago, IL

This presentation will discuss the challenges and rewards involved in partnering with an independent living center to develop, implement, and evaluate a consumer-facilitated, capacity-building program for individuals with an emergent disability that is new to the independent living movement. This project, funded by the National Institute of Disability and Rehabilitation Research, attempts to improve the quality of life and functioning of individuals with chronic illness through a year-long program designed to acculturate them into the independent living movement, emphasizing empowerment, self-advocacy, education, and self-determination. Although this process of acculturation is one objective of the program, a competing objective is to fully meet the needs of the consumer group, who may be more interested in receiving services that do not require an extensive investment of time and energy on their parts. This presentation describes the authors' efforts to navigate a number of concerns central to participatory research, including: the pivotal roles of relationship building and defining role structures with the community based organization; adopting the perspective of cultural pluralism in understanding cross-disabilities issues of diversity; shared project ownership and its fluctuation over time; and methodological changes resulting from balancing the competing needs of consumers, the researchers, and the social agenda of the independent living center.

[37]
The Many Faces of University-Community Collaborations

F. BALCAZAR¹ AND C. KEYS¹
¹University of Illinois at Chicago, Chicago, IL

The work of the Advocacy and Empowerment group at UIC is conceptualized as the result of multiple collaborations. These collaborations take various shapes according to the particular objective of the research. In some cases we promote a participatory action research approach that places the intervention in the hands of the community partners, while we remain in the background offering technical assistance, training, and logistical support.

In other cases we are partners. These partnerships are negotiated and the roles clearly defined. For example, we started a partnership with a local rehabilitation hospital to pilot a peer mentoring program for individuals who became disabled as a result of gun violence. Both organizations have clear roles and responsibilities that are reviewed periodically to guarantee progress. Finally, in some cases we have a collaborative relationship that could be characterized as that of program demonstrators. The steps include: negotiating the support of the participating schools; collecting qualitative information to better understand the specific conditions of each school's implementing the intervention while being responsive to the particular context; evaluating the transition outcomes of participating students. School personnel are encouraged to participate as "teaching partners" but their participation is not central to the implementation of the project.

**[38]
University-Community Partnerships for Participatory Evaluation**

Y. SUAREZ-BALCAZAR¹, A. SHARMA¹ AND M. LANUM¹
¹Loyola University, Chicago, IL

Community-based organizations are often confronted with a number of challenges in conducting evaluations of their own community initiatives. However, funders are requiring evaluations and impact reports of programs they fund. One option for community-based organizations has been to form partnerships with academic units to facilitate the evaluation of initiatives but also to increase their capacity for evaluation. This presentation illustrates through case studies the process involved in conducting research and action for program evaluation in collaboration with community organizations' staff and community fellows. We will specifically illustrate the following phases: 1) developing the university-community partnership. 2) Project planning and identification of methodology. We will illustrate issues of power and conflict of interest among different stakeholders. We will also allude to how the nature of the methodology and data collection procedures shaped and affected the roles of the partners and project ownership. Finally, we will illustrate how the ethnic and cultural characteristics of the population influenced the methodology chosen. 3) Reporting the results and utilization of findings. We will illustrate how competing perspectives impacted the utilization of findings and the different roles played by the researchers and the community partners. Finally, we will discuss some lessons learned through these partnerships and areas for future research.

**[39]
Collaborative Social Action in Latino Communities**

L. GUTIERREZ¹
¹University of Michigan, Ann Arbor, MI

This presentation will focus on one project - Assessing the Needs and Resources of Latinos in Genesee County. The director of the Spanish Speaking Information Center (SSIC) in Flint, Michigan initiated this project. She was specifically interested in getting help in conducting research to learn more about the local Latino community and how they could better serve their needs. Another priority was gaining greater understanding of the inter-organizational context and how the SSIC could build coalitions in Flint. The University of Michigan, Flint Community Outreach Center, funded this project. Participatory community based research methods were used. A team comprised of two faculty and a subcommittee of the board of the SSIC developed the methodology for this project. Based on this process, a multi-method study was developed that included a community survey, focus groups, compilation of key indicators, and individual interviews. A team comprised of a community organizer, staff from the SSIC, and university students collected the data. We will describe the project, our process and our results. We will also discuss the methodological and interpersonal aspects of community/university research partnerships. Some of the critical issues to be discussed include control over various aspects of the process, strategies used to integrate the voices of multiple community perspectives, and ways in which issues of diversity were negotiated and addressed.

**[40]
Discussant - Perspectives on University-Community Partnerships**

C. BARKER¹
¹University College London, London, England

This presenter will serve as the discussant in the symposium, utilizing the following questions to generate audience participation. 1) To what degree did each research team share ownership of the project with participants? To inform future research in this area, what specific aspects of the project should be released for shared ownership? Are there any aspects of the project that should not be made available for consumer input? 2) Was there ever a time during your project when you were faced with the task of managing competing perspectives? What variables influenced your choice to embrace the perspective of one participant or community group over another? How were you able to sustain partnership with the participant or community group whose perspective was not embraced by your project? 3) What issues of diversity were most salient in each researcher's relationship with the consumers? Were there ethnic and cultural differences that needed to be negotiated? Issues of "ableism" (ability versus disability)? Gender? Education? SES? Were there any similarities that you or your team members shared in common with consumers that strengthened the natural fit?

TH 2:15-3:30PM Lucerne

**[42]
Reciprocity Processes In Self-Help Groups**

L. MEDVENE¹, T. BORKMAN², T. POWELL³, D. SALEM⁴, S. WITUK¹, S. TIEMEYER¹, G. MEISSEN¹, S. KELLEY¹, C. YOULE¹, T. REISCHL⁵ AND K. WEAVER RANDALL⁴
¹Wichita State University, Wichita, KS; ²George Mason University, Fairfax, VA; ³University of Michigan, Ann Arbor, MI; ⁴Michigan State University, East Lansing, MI; ⁵Institute of Disability, Durham, NH

Reciprocity of benefits and resources is an important aspect of social exchange processes at the individual, organizational and inter-organizational levels. The proposed roundtable will explore these types of reciprocity issues as they relate to self-help group functioning and survival. Louis Medvene will discuss findings from a study of group leaders suggesting that groups differ regarding norms that members ought to take responsibility for group maintenance tasks. Thomasina Borkman will compare 12-step groups - AA versus Alanon and Adult Children of Alcoholics - as examples of how the type of problem and the meaning perspective developed by groups encourages or discourages reciprocity. Tom Powell will compare the different forms of helping - some reciprocal, some not - which occur in self-help groups versus consumer run agencies. From the perspective of a self-help clearinghouse, staff from the Kansas Self-Help Network will outline how issues of reciprocity and shared leadership impact group start-up and the survival of existing groups. At the inter-organizational level, Debby Salem will explore, based on recent research, how reciprocity expectations have influenced Schizophrenics Anonymous' partnership with the Mental Health Association of Michigan. The purpose of this roundtable is to generate ideas for future research and collaboration with self-help groups.

TH 2:15-3:30PM Capital

**[41]
Using Participatory Evaluation to Document the Success of After-School Programs**

J. SALONE¹, P. STONE MOTES¹, D. LINTON, JR.², R. LINDSAY¹ AND C. LANE³
¹University of South Carolina, Columbia, SC; ²Communities in Schools-South Carolina, Inc., Columbia, SC; ³Clemson University, Clemson, SC

The Institute for Families in Society (IFS), the National Dropout Prevention Center (NDPC) and Communities in Schools, South Carolina (CIS-SC) are partners in the planning, implementation, and evaluation of a statewide effort to develop after school programs. With funding from the South Carolina Department of Social Services (DSS) to CIS-SC, this initiative is designed to respond to the needs of children and their families

who meet specified poverty levels and/or have DSS involvement. Twenty-seven programs have been funded by CIS-SC. IFS and NDPC faculty are funded to serve as evaluation consultants to this initiative. All funded programs are required to develop local CIS programs and engage in a participatory evaluation process designed to build organizational capacity for evaluation. This roundtable will provide an interactive opportunity to Describe the strategies that led to the development of this public-private partnership in support of the after school initiative. Discuss the partnership's approach to participatory evaluation. Describe the challenges and successes of such an approach in planning, monitoring, and documenting program outcomes, and Present lessons learned and recommendations for developing and evaluating after school programs.

TH 2:15-3:30PM UL302

**[43]
A Renaissance on the Eastside: Motivating Inner-City Youth Through Art**

M. GASMAN¹
¹Georgia State University, Atlanta, GA

According to the Carnegie Foundation (1998), "One in five violent crimes committed by juveniles occur in the four hours following the end of the school day (i.e., between 3:00 p.m. and 7:00 p.m.). Why? One explanation is that except for television children have very little to do after school. This problem is especially poignant on the east side of San Antonio, Texas where children are found lingering in the streets and sitting on the stoops of their homes. If you ask one of these children why they are "hangin' around," they'll tell you "there's nothin' to do." Many of these children do not have goals nor do they think positively about their future (i.e., college, family, careers, children). Because the public schools lack extensive arts programming, Artists in the Making (AIM) was started at the Ella Austin Community Center in San Antonio, Texas. It is the only visual arts program on the east side of the city. The program was started because "Art programs encourage discussion and dialog between teachers and students regardless of age, set the stage for regular self-expression, increase a child's self-image and reduce a child's delinquent behavior." The AIM program specifically attempts to provide a positive outlet for self-expression, to offer an alternative to juvenile delinquency, to bolster the skills of youth, and to stimulate an interest in art and art history. Further, the AIM program encourages local artists to share their skills with youth on the often forgotten east side of San Antonio. It works with African American and Hispanic middle and elementary school children who are taught three days a week, from 3:00 p.m. - 6:00 p.m. by local, regional, and national artists. In order to be an instructor in the program, artists must have master's degrees in fine arts and substantial exhibition records. Students participate in one of four classes: painting, drawing, sculpture, or mixed media. Works from the AIM program are displayed quarterly at the San Antonio Museum of Art, the McNay Art Museum, and the ArtPace Foundation.

This session will discuss the merits of artistic programs like AIM. It will examine how a small arts program can revitalize an emerging ethnic community - how a sense of pride and accomplishment can spread to the community as a whole. The results of a three-year qualitative study pertaining to the children, families, and staff involved in the AIM program will be used to understand the merits of visual arts education and to provoke useful discussion on this topic. The session will incorporate artistic media, audience participation, and technology to help participants to better understand the topic and to illuminate the discussion. Lastly, participants will learn ways that they can encourage community involvement in the arts, specifically from those communities that are often overlooked.

TH 2:15-3:30PM UL201

**[44]
Research on a Logic Model of Conflict Resolution**

C. BENNE¹
¹Georgia State University, Atlanta, GA

Public concern about aggression and violence in schools has risen dramatically in recent years, and decision-makers in schools are rushing to

implement programs. Unfortunately, there is relatively little practical information available about the effectiveness of conflict management programs. It is an important time for practitioner-researchers to learn about the characteristics that differentiate the programs that are most effective. This symposia presents a new logic model of conflict resolution developed through the systematic merging of research and theory. Additionally, meta-analysis and alternative field research findings have been adopted to design and implement this model into a utilized school-based conflict management program.

**[45]
Building a Logic Model in Conflict Resolution**

C. BENNE¹
¹Georgia State University, Atlanta, GA

The components and flow of a "logic model for conflict resolution" of students in schools has been constructed by combining theory and research. The steps of building such a model are of importance to this presentation. The inclusion of expert rating and discussion are of critical importance to the model formation. The secondary focus of this presentation will be on the implementation of the model two-year pilot program, Conflict Resolution in Schools Program (CRISP), in elementary, secondary, and high schools. During these two years much was learned about what is effective and what is not.

**[46]
A Meta-analysis of the Logic Model for Conflict Resolution**

W. GARRARD¹
¹Vanderbilt University, Nashville, TN

A meta-analysis of studies from the last 30 years has been used to inform both the model design and program implementation of the Atlanta based Conflict Resolution in the Schools Program (CRISP). This paper examines the effects of cognitive, behavioral, and affective interventions to conflict management, and describes how meta-analysis may be used in tandem with field research and evaluation. Examples from the CRISP program are used to illustrate this relatively rare application of meta-analysis.

**[47]
Creative Approaches to Researching Conflict Resolution in Schools**

M. HILL¹ AND L. INLOW¹
¹Georgia State University, Atlanta, GA

This presentation will discuss the varied methods used to study the "conflict resolution logical model" in practice. Such field research is rare and takes creative approaches to implement without being a great imposition. The participants of this unit of research were both the teachers and middle school students from an inner city school already participating in the Conflict Resolution in Schools Program (CRISP). This paper will discuss the barriers and drivers to conducting such research in a school setting. Important to this presentation are the unconventional and distinctive methods used to teach the conflict resolution skills and subsequent evaluation processes. Group format with role-plays were central to the skills building component. Video analysis and in-class critique of students using the skills in role-plays not only assist in the teaching but also are central to the research and continued development of the model. Individual interviews with students throughout the process will serve as active journaling.

**[48]
Discussant
G. HENRY¹**

¹Georgia State University, Atlanta, GA

TH 2:45-5:00PM Golden Key

[49]
Using Qualitative Research Methods to Improve Program EfficacyK. STURGES¹¹University of Miami, Coral Gables, FL

Many program providers implement their programs without completely understanding or knowing the needs of the communities they serve. Despite their determined efforts to understand those needs, without that knowledge many program implementers make limited progress towards meeting their goals. This workshop explores the uses of qualitative research methods to improve program efficacy. Examples from the facilitator's experiences will illustrate the importance of having an insider's view of the research setting. Specifically, he will talk about using qualitative methods for conducting needs assessments at different levels in organizations, conducting formative evaluations, improving recruitment of particular populations, selecting pilot sites for program implementation, ensuring questionnaire items are understood as intended, and guiding policy changes.

In this workshop, participants will learn the essentials of using qualitative research methods to improve their programs or projects, especially with regard to participants. The workshop, which includes lecture, discussion, and hands-on activities, will consist of six parts: 1) Using qualitative methods to improve program efficacy -- Participants will learn reasons for using qualitative research methods and when not to use them. In addition, the facilitator will provide examples of technical assistance. He will also distinguish between qualitative technical assistance and more full-scale qualitative modes of research, as well as guidelines for determining when to seek professional assistance. 2) A cookbook overview of the methods -- Participants will learn about the basic methods of qualitative research including interviews, focus groups, and observations. Participants will also learn about method selection. Other key points include: sampling, emic - etic distinction, using extant qualitative data, and empowering the participant. 3) Planning a qualitative project -- Participants will engage in a hands-on exercise to plan a mini-study. They should be prepared to provide examples of program implementation problems they have encountered in their projects. They will use these to plan their own technical assistance projects. Other key points include feasibility, selecting appropriate methods of data collection and analysis, keeping cost low, accessing participants, developing protocols, and determining a realistic timeline. 4) Data collection -- Specific techniques and issues related to data collection for each method will be described. The facilitator will also discuss using multiple methods. Other key points include informed consent, data recording, and data write up. 5) A primer on data handling and analysis -- Data will be provided to participants and they will be walked through two types of rapid analysis. Other key points include data storage, codes, themes, categories, saturation, triangulation, and computer programs to aid in analysis. The facilitator will also bring up issues such as contradictions in findings, ensuring understanding of findings, and ethical concerns. 6) Uses of findings -- This part will cover main points for the use of qualitative findings. Key points include ways to apply findings, interpretation, span of application, and limitations of the findings. The facilitator will provide handouts and materials for up to 15 participants.

TH 3:45-4:45PM Sinclair

[50]
Creative Tensions and Evolving Interdisciplinary Research on Culture/EthnicityG. KUPERMUNC¹, J. PERILLA¹, G. JURKOVIC¹, G. IBANEZ¹ AND A. MURPHY¹¹Georgia State University, Atlanta, GA

This roundtable will focus on the process of conducting interdisciplinary research with ethnic minorities. Facilitators will describe creative tensions that have arisen in Proyecto Juventud, a multi-method investigation of family, social, psychological, and academic adjustment among immigrant Latino adolescents. Creative tensions can enhance understanding gained through research toward addressing social problems. Research on ethnic minority populations is plagued by culturally insensitive

definitions of constructs and failure to appreciate the impact on either ethnocultural differences or similarities between researchers and the researched. Discussion will center on how discipline-centered debate can transform understanding of critical constructs (e.g., family process, acculturation), leading to a focus on discovery of new understanding vs. justification of existing constructs and the direct use of research in social action. The team includes researchers from different but complementary disciplines within psychology, Anthropology, and Education. Collaborators and students include Latinos/as of diverse countries of origin (Argentina, Columbia, Cuba, Mexico, Nicaragua, Uruguay, Venezuela), a U.S.-born investigator who lived in Mexico and Chile for a significant portion of his childhood, a first-generation Irish American, and a second-generation American of Slovak descent.

TH 3:45-4:45PM Lucerne

[51]
Career Paths in Community PsychologyS. LOMBARDO¹, A. MARTIN² AND D. LOUNSBURY³¹Wayne State University, Detroit, MI ; ²University of Missouri-Kansas City, Kansas City, MO ; ³Michigan State University, Lansing, MI

Interesting qualitative information on possible career paths for graduate students in Community Psychology has been presented in a recent book (O'Donnell & Ferrari, 2000). However, no firm quantitative data are available. As a service to current and future graduate students, we will present the results of a survey administered to Community Psychology program directors. The questionnaire will record in a structured way the types of professions students have obtained after completing their doctoral degrees (up to 10 years post-degree). The methodology has been used previously for the 1999 Survey of Graduate Training conducted by CPDCRA. The survey will be mailed to program directors in early December. Following the presentation of the survey findings, the roundtable will provide an opportunity for students to interact with professionals who work in a variety of academic and non-academic settings. In addition, discussion questions will be solicited in advance of the presentation from students via the student SCRA listserv and both national and international CPDCRA student liaisons. The panel members will include: Joe Ferrari, Andrea Solarz, Cary Cherniss, Susan Wolfe, and Kathy Hoganbruen. The panelists will share their experiences in community training programs and independent research and public policy settings.

TH 3:45-4:45PM UL302

[52]
Preventing Suicide: Federal and State InitiativesJ. CHAMBLISS¹, A. CROSBY², G. WEYRAUCH³ AND I. BOLTON⁴¹Chambliss & Associates, Inc., Marietta, GA ; ²Centers for Disease Control & Prevention, Atlanta, GA ; ³SPAN USA, Marietta, GA ; ⁴National Resource Center for Suicide Prevention, Atlanta, GA

In 1999 the Surgeon General issued a Call to Action to the Federal Government, states, and local communities to work to prevent suicide, one of the leading causes of death in the US. This symposium will provide an overview of what has happened since then in the development of federal and state strategies and funding from the perspective of 1) CDC, 2) SPAN USA, the national suicide prevention advocacy organization that has played a lead role in the development of both Federal and state initiatives, 3) The National Resource Center for Suicide Prevention and Aftercare, and 4) the new suicide prevention initiative in the state of Georgia.

[53]
Georgia's Suicide Prevention InitiativeJ. CHAMBLISS¹¹Chambliss & Associates, Inc., Marietta, GA

This presentation will provide an analytic overview and status report on the responses of all the states to the Surgeon General's 1999 Call to Action. Then, the focus will narrow to the specific actions being taken in the state of Georgia to develop and implement a suicide prevention plan.

Georgia is unique in that it is using a public-private collaborative partnership in which SPAN, the Suicide Prevention Advocacy Network, a national non-profit based in Georgia, is the lead agency working collaboratively in a public-private partnership with the state's Department of Human Resources and with the National Mental Health Association of Georgia. The needs assessment and prevention planning process undertaken in FY 2000-2001 with funding from the Governor's budget will be described and the highlights of the resulting plan will be presented.

[54]
The National Strategy to Prevent SuicideA. CROSBY¹¹Centers for Disease Control & Prevention, Atlanta, GA

In response to the Surgeon General's 1999 Call to Action to Prevent Suicide, multiple Federal agencies are currently working together to develop and implement a National Suicide Prevention Strategy. This presentation will provide an overview of why suicide is such a serious public health problem, and will present the latest information on the status of the specific recommendations for suicide prevention contained in the National Strategy. The risk and protector factors for suicide prevention will be explicated, together with the framework for immediate action contained in the Call to Action for appropriately broadening awareness, enhancing services and programs (both population-based, and clinical care) and advancing the science of suicide prevention. The need for increased research on effective suicide prevention programs, clinical treatments for suicidal individuals, culture-specific interventions, and additional scientific strategies for evaluation of suicide prevention programs will be addressed interactively with the audience.

[55]
Public/Private Partnerships for Suicide PreventionG. WEYRAUCH¹¹SPAN USA, Marietta, GA

SPAN USA is the national non-profit grass-roots advocacy organization that provided the leadership for the development of the public/private partnership that convened the historic 1998 Reno Conference on Suicide Prevention. This conference produced the 81 recommendations which became the foundation for the 1999 Surgeon General's Call to Action to Prevent Suicide and the subsequent development of a National Strategy for Suicide Prevention. SPAN's founder and Executive Director will provide an update on what is being done by advocates at the Federal level to ensure that 1) funding to implement the National Strategy is appropriated and 2) the recommendations contained in the national Strategy are implemented.

[56]
The National Resource Center for Suicide Prevention & AftercareI. BOLTON¹¹National Resource Center for Suicide Prevention, Atlanta, GA

The Executive Director of the National Resource Center for Suicide Prevention and Aftercare will describe how it addresses suicide prevention, and aftercare through educational programs and workshops, crisis response and postvention care. The National Center's services to help organize and provide ongoing support to Support Groups for Survivors of Suicide (S.O.S.) will be presented. In addition, an overview will be given of the way in which the National Center provides free postvention services to schools, businesses and any community groups needing support and guidance following a suicide. Grief counseling for bereaved individuals and families is another service provided by the National Center which will be described in this presentation. Finally, the presenter will also inform the audience of the information resources available from the National Center and its resource library.

TH 3:45-5:00PM Senate

[57]
Assessing Readiness for Community Research and ActionS. POKORNY¹¹DePaul University, Chicago, IL

Many community psychologists have embraced the ecological perspective that necessitates the modification or adaptation of preventive interventions to fit the unique characteristics of a community. A related, but less explored perspective extends this conceptualization to include an assessment of the community's readiness for the intervention itself. Even the most carefully adapted interventions may fail to succeed when elements of the community are unable or unprepared to implement an intervention. This symposium will present approaches to assessing community readiness for prevention and intervention and discuss the implications of community readiness for research and action.

[58]
Assessing Community Readiness to Enforce Tobacco-Control PoliciesS. POKORNY¹, S. TOWNSEND¹, C. CURIE¹, L. JASON¹ AND M. ENGSTROM²¹DePaul University, Chicago, IL ; ²University of Illinois at Chicago, Chicago, IL

The Community Readiness Theoretical Model developed by the Tri-ethnic Center for Prevention Research at Colorado State University provides a unique framework for evaluating a community's readiness for implementing prevention efforts. The model assesses six community dimensions (e.g., Existing Prevention Programming, Knowledge of the Problem, Leadership, Resources, etc.) along nine stages of readiness (i.e., ranging from No Awareness to Professionalization). The Youth Tobacco Access Project adapted the model to assess community readiness for a tobacco control intervention using behaviorally based criteria. This presentation will report findings from a study of tobacco control policies in 11 communities across central and northern Illinois. Two scales were developed to assess readiness for the intervention and to track changes over time. One scale focused on enforcement of tobacco minimum-age-of-sales laws and one scale focused on enforcement of minor tobacco-possession laws. Data gathered from police officials were used to rate each town's readiness to enforce these laws. Results of the initial ratings and implications for intervention strategies will be discussed.

[59]
Correlates of Community Implementation of Science-Based Prevention PracticeM. ARTHUR¹, D. HAWKINS¹ AND R. CATALANO¹¹University of Washington, Seattle, WA

A new challenge for the field of prevention is to translate science-based knowledge into widespread practice. Despite advances in prevention science and an expanded knowledge base for strategic prevention programming, little is known about effective methods for transferring knowledge to community members in order to promote effective prevention programming on a broad scale. Successful implementation of science-based prevention strategies at the community level requires both motivation to support and participate in planned change efforts and the organizational capacity necessary to carry out the change efforts. A prevention strategy that was effective in one location may fail in a different community that is not motivated or organized to support it. Assessment of community prevention readiness includes measuring attitudes and organizational structures that can affect the success of prevention strategy implementation. Findings are reported from a study of community-wide implementation of science-based prevention practices in 41 communities in 7 states. Data from telephone interviews with key informants in the 41 communities were analyzed to assess implementation of science-based prevention practices and community readiness factors hypothesized to influence adoption of these practices, such as attitudes toward prevention and collaboration among service providers. Implications of these results for the diffusion of science-based prevention practice will be discussed.

**[60]
Perceptions Of Readiness: Community Residents, Leaders, & Service Providers**

C. BLITZ¹ AND M. ARTHUR¹
¹University of Washington, Seattle, WA

The Arkansas Prevention Needs Assessment Project is a comprehensive set of studies that will help to implement: (1) a systematic statewide assessment of demographics, risk and protective factors, and incidence and prevalence of adolescent alcohol, tobacco and other drug use and related problem behaviors, and (2) comprehensive assessments of prevention needs, resources, and community readiness to implement comprehensive prevention initiatives in two communities within the state. These studies will provide data that the Arkansas State Bureau of Alcohol and Drug Abuse Prevention will use to support the selection and monitoring of strategic prevention initiatives tailored to match the risk and protective factor profiles in each of eight planning regions within the state, and to support comprehensive local prevention systems in two pilot communities. The presentation will focus on the development of quantitative instruments to assess community readiness with different community constituents - residents, key leaders, and service providers - and the differences in the perception of readiness based on respondent. The instruments include measures of attitudinal and organizational characteristics of communities and community service systems hypothesized to influence a community's readiness for prevention. Data will be presented and implications of the data for measuring community readiness and for prevention planning will be discussed.

**[61]
Assimmodation Innovation Model: Assessing a Community's Capacity for Change**

C. DIEBOLD¹
¹University of Missouri-Kansas City, Kansas City, MO

Weiss (1995) described theory-based evaluation as an approach that meticulously lays out "how and why the program will work" (p. 66, emphasis added). While a theory-based program focus is critical in understanding the how and why, a prerequisite is to understand and assess the "will" - i.e., the individual, organizational, and systemic readiness for the program. The Assimmodation Innovation Model is a theory of change that focuses on community readiness, specifically, capacity for change. The 2x2 model typecasts four change thresholds across interrelations of high and low levels of assimilation and accommodation. Low accommodation at both low and high levels of assimilation (Type I and Type II) represent containment, while high accommodation at both low and high levels of assimilation (Type III and Type IV) represent change. Discussed will be how capacity for change can be assessed theoretically using favorite constructs such as power-empowerment, sense of community, interdisciplinary breadth, etc. Also discussed will be how it can be assessed practically relative to the underlying assumptions of a program's logic model. The challenge for community psychology is to ecologically assess a community's innovation-capacity fit as a prerequisite to evaluating (or developing in the first place) a change initiative.

**[62]
Discussant**
S. HOBFOLL¹

¹Kent State University, Kent, OH

TH 3:45-5:00PM House

**[63]
Mentoring within Community Psychology: Working Toward a More Diverse Community**

T. REVENSON¹, V. TSENG², A. SOLARZ³, M. ROSARIO⁴, D. CHAVIS⁵ AND S. COOK⁶

¹City University of New York, New York, NY; ²New York University, New York, NY; ³Society for Community Research and Action, Arlington, VA; ⁴City College and the Graduate Center, CUNY, NY, NY; ⁵Association for the Study and Development of Community, Gaithersburg, MD; ⁶Georgia State University, Atlanta, GA

The original definition of mentor may not be as relevant in the 21st century. Odysseus left his friend Mentor safe at home to teach his son while he sailed off on fabled adventures. Should mentors protect mentees from taking risky journeys? Do mentees only need one mentor? What is the "universe of alternatives" for mentoring as we enter a new decade of technology, scholarship, and community work? Objectives (1) To address mentoring issues tailored for diverse groups, specifically individuals (a) at various career levels (b) from historically-underrepresented or minority groups (c) in academic and non-academic settings (2) To develop positive solutions and approaches to mentoring (3) To focus on short-term strategies for filling our mentor gap (i.e., for people of color, gay/lesbian scholars, etc.) as well as long-term strategies for social change. Format We plan to have as much audience involvement as possible. The format will resemble a Phil Donahue or Oprah Winfrey show (without hankies): We'll divide the session into 3 segments. In the first segment, the "hosts," Andrea Solarz and Tracey Revenson, will introduce and speak with "guests" who have been provided 4 themes in advance. In the second segment, we'll turn to the audience for comments and questions for the "guests." The final segment will focus on short- and long-term strategies for effective mentoring and closing the mentor gap for people from underrepresented groups.

Themes 1. Definition of mentoring: What makes a good mentor? What are different models for mentoring? How is mentoring related to role modeling? role advising? supervising? 2. Mentoring underrepresented groups: Do mentors need similar experiences to be effective? Does a "demographic" match make for better mentoring? What are the ways in which it facilitates mentoring? Are there circumstances under which a "match" isn't necessary? What does mentoring mean for those at mid-career? 3. New visions of mentoring: What are the responsibilities of mentors? How long should those responsibilities last? Does a mentee only need one person as a true mentor? Is long-distance/internet mentoring possible? Is it still mentoring? 4. Strategies for being a mentor and being mentored: How does one find a mentor? How can one build positive mentor-mentee relationships? What are good short-term strategies for closing the mentor gap for historically underrepresented groups? What are good long-term strategies for social change?

Participants: Who are our guests? Given our objectives, the guests will include people across different career stages, ethnic and sexual minority groups, and academic and non-academic settings. Invited guests will be asked to invite their mentor and mentees to be in the audience and participate "from their seat." Mentors will also be asked to invite their mentors, in order to provide an intergenerational and historical perspective on mentoring.

TH 3:45-5:00PM Court

**[64]
Fidelity and Adaptation in Prevention Programming**

P. BROUNSTEIN¹, S. GARDNER¹, T. BACKER¹ AND S. SCHINKE¹
¹CSAP, SAMHSA, Rockville, MD

This session considers the issues of fidelity and adaptation in ensuring the reliable and effective delivery of prevention programs. Fidelity is that quality that defines the integrity of program implementation whereby intervention protocol is followed to increase the likelihood of program outcomes that approximate those yielded by the program during initial research and development efforts. Adaptation is the process through which program providers change the content, schedule, format, and other substantive and delivery parameters of an intervention to fit the demands of

their field requirements. Special consideration is given to the role of core components analysis as a tool in understanding the nature of fidelity and adaptation and how to maintain high levels of prevention program integrity under field conditions that require adaptation. Efforts in the field to monitor and document the implementation of prevention program delivery will be discussed with participants. Early findings from analytic and data collection efforts to examine fidelity, adaptation, and core components will be available. The session has salience for prevention researchers, practitioners, and policy makers.

TH 3:45-5:00PM Lanier

**[65]
Youth Governance: Strategies and Outcomes for Increasing Youth Opportunities to Participate in Decision-Making**

M. HUBER¹
¹Michigan State University, East Lansing, MI

This symposium presented by youth workers, youth, and researchers, will provide an overview of current innovative strategies being used for involving youth in community decision-making, the impact of youth involvement in these decisions, and challenges to increasing youth involvement in community decision-making. Presenters will share resources for conducting this important work and will summarize findings of current research projects from this emerging field.

**[66]
Developing a Youth Board: Considerations, Challenges, and Opportunities**

S. SHAH¹, A. MISHRA² AND L. ROBINSON¹
¹DePaul University, Chicago, IL; ²American Red Cross, Chicago, IL

This portion of the symposium will describe the process of developing a Youth Board, highlighting the practical considerations involved in developing a Youth Board. In addition, the presentation will discuss the ways in which the guiding theoretical principles of community psychology (such as empowerment, collaboration, and a respect for diversity) provided the foundation for this work. From the Fall of 1997 to the Spring of 1998, an university-based consultant, program staff, and young people collaborated to develop a Youth Board for the local chapter of the American Red Cross. The presentation will describe the circumstances precipitating and facilitating this collaboration. The presentation will then describe the structure of the collaboration, and the steps involved in developing a mutual vision and common structure for the Board. Particular emphasis will be placed on issues related to Board recruitment and selection, training for Board members, and responsibilities for Board members. Finally, the presentation will reflect on the challenges encountered in the process of developing the Youth Board, our hopes for the Board, and the Board's accomplishments and challenges in its first two years.

**[67]
Engaging Youth in Their Own Strategic Planning: Youth Researchers & Grantmakers**

M. HUBER¹, L. BORDEN¹, G. LOPEZ-BETANZOS² AND C. FISHER³
¹Michigan State University, East Lansing, MI; ²Lansing Catholic Central High School/Lansing Capital Region Community Foundation, Lansing, MI; ³Kellogg Community College/Barry Community Foundation, Hastings, MI

Adult advisors and youth members of youth advisory groups will present case studies of replicable methods used by youth to gather data for their own strategic planning and the findings of these projects. Presenters will describe a project involving youth in facilitating brainstorming sessions and conducting community interviews to define their current use. The presenters will also describe the role of youth in using these priorities for additional of out-of-school time activities to guide their role as grant-makers in advising their community foundations in how to allocate funds for youth programming. Presenters will also describe a project involving a collaboration of 6 community youth leadership groups to identify priorities for change within the community comprehensive planning process. Presenters will share ideas for implementing these projects in other communities and how to overcome challenges to this implementation.

**[69]
Youth in Decision-Making: The Impacts of Youth on Adults and Organizations**

A. WEISENBACH¹
¹National 4-H Council, Chevy Chase, MD

Without question, involving young people in decision-making promotes positive adolescent development. But are there other benefits? A new study, conducted by researchers at the University of Wisconsin-Madison, in partnership with National 4-H Council, explores the experiences of nineteen youth and twenty-nine adults from fifteen organizations, with varying degrees of youth involvement, across the United States. Outcomes for adults and organizations were identified. Some of the adult outcomes include: 1) Adults experienced the competence of youth first-hand, and began to perceive young people as legitimate contributors to organizational decision-making. 2) Working with youth served to enhance the commitment of adults to the organization. 3) Adults gained a stronger sense of community connectedness. Organizational outcomes include: 1) Most organizations found that young people help clarify and bring focus to the organization's mission, and some organizations made this a formal role of youth. 2) The adults and the organizations as a whole became more connected and responsive to youth in the community. 3) Having youth as decision-makers helped convince foundations and other funding agencies that the organization was serious about promoting youth development. We will discuss these and other outcomes, as well as the implications for future research and practice.

TH 3:45-5:00PM Capital

**[70]
Health and Disability: Strategies for Empowerment and Independence**

G. WHITE¹, D. NARY¹, J. ROBERTS¹, D. WYATT¹, K. FROELICH¹ AND T. SEEKINS²
¹University of Kansas, Lawrence, KS; ²University of Montana, Missoula, MT

The rights to live and participate in the community have often been denied people with disabilities, and their ability to be healthy in the context of disability has been questioned. Yet, health promotion is very important for those whose health may be compromised by disabilities, and it can be key to maintaining a level of functioning that facilitates independent living. Additionally, research proves that secondary health conditions (such as pressure ulcers, depression, and deconditioning) are often more debilitating than primary disabilities. This roundtable will provide a forum to discuss the role of health promotion and prevention of secondary conditions in enhancing the empowerment and independence of people with physical disabilities. It will also address current strategies to improve the health of this population. Results of several research projects that promote the health of people with physical disabilities will be shared. The audience will then explore issues such as access to health-related services and activities, consumer education regarding health promotion, and the role of health promotion in ensuring participation in the community for this population.

TH 3:45-5:00PM UL201

**[71]
Confronting Educational Inequities: An Examination of School Racial Climate**

M. ABER¹
¹University of Illinois at Urbana-Champaign, Champaign, IL

In 1998, threatened by a federal lawsuit, the Champaign School District signed a voluntary agreement with African American community members and the U.S. Department of Education, Office of Civil Rights to address racial inequities. A study of the schools' racial climate was mandated by this agreement. This symposium examines issues raised by our efforts to use this study to promote racial equity in the schools. The symposium chair will situate the RCS in historical and local contexts.

**[72]
Constructing Racial Climate Surveys: Successes and Lessons Learned**

A. RASMUSSEN¹, S. MEINRATH¹ AND A. REID¹

¹University of Illinois at Urbana-Champaign, Champaign, IL

Previous social climate surveys include individual questions concerning race, however, the School Climate Survey (SCS) is the first assessment tool to make racial climate a primary focus. The SCS represents a perspective on social climate that acknowledges the impact of race on the perceptions of students, staff, and parents. Surveys that address charged issues (e.g., race, sexual harassment) need to be sensitive to the local political and historical context where they are used. The experiences of the School Climate Research Team (SCRT) illustrate the reactions such surveys can elicit from the local community (e.g., principals trying to delay or stop the survey upon its delivery to school buildings; parents refusing to fill out this "racist" survey). The SCRT's experiences inform social climate researchers about methodological pitfalls and necessities (e.g., a comments section, included at the end of the survey, has been an invaluable qualitative resource in interpreting quantitative results. This paper focuses on the interaction between the survey's subject matter and the institutional setting. The authors provide specific recommendations for future social climate research addressing controversial topics.

**[73]
Racial Differences in Perceived Fairness and Need for Change**

T. STULL¹ AND E. MATTISON¹

¹University of Illinois at Urbana-Champaign, Champaign, IL

This study examines perceptions of fairness and need for change among staff, students, and parents in order to understand the disproportionate representation of Black students in gifted and special education classes. Quantitative measures of two subscales of the School Climate Survey (SCS) document the divergence in perceived fairness and need for change between Whites and African Americans/Blacks. Moreover, qualitative data from the SCS, in the form of anecdotes and personal experiences, illustrates the different values and assumptions between these groups that inform their understanding of perceived fairness and need for change. The authors utilize Psychological Critical Race Theory (Jones, 1998) to analyze these values and assumptions and discuss how divergent perceptions of fairness and need for change in schools can affect student outcomes. Interventions are suggested to transform local schools so that they address the needs of all students, staff, and parents, especially those African Americans who have historically been disenfranchised from the education process.

**[74]
Black, White, and Gray: How "Others" Perceive the Racial Climate**

M. REYES CRUZ¹ AND J. DECKER¹

¹University of Illinois at Urbana-Champaign, Champaign, IL

One of the main goals of the School Climate Survey is to assess perceptions of racial climate framed from the experience of African American and White members of the community. Other members of the community (i.e., Asian/Asian American, Hispanic, American Indian and multiracial/multiethnic) have also voiced their opinions about racial disparities. Their positions are very similar to that of the majority of Whites, and this apparent alliance between Whites and some non-African Americans could be seen as evidence of similar experiences and perceptions of the school climate. This paper examines alternative explanations for interpreting the similarities between these groups with an eye for understanding how their perceptions inform the ways racial issues impact the community as a whole. The psychological impact of racial prejudice and social stigma on individuals and groups as well as processes of identity negotiation, and racialization and ethnicization are examined. Such insight is instrumental in expanding the conversation with the community and providing implications for fostering social change via a more inclusive learning environment. Quantitative and qualitative data are analyzed in order to gain a better understanding of within and between group differences.

**[75]
Celebrating Diversity? Multiculturalism in a Polarized Community**

M. RADEK¹ AND N. WATKINS¹

¹University of Illinois at Urbana-Champaign, Champaign, IL

This study examines the characteristics of the White staff and parents in Champaign who raised concerns about the situation of ethnic minority groups other than African Americans. The SCS provoked a negative response from many members of the community. One common complaint from Whites was that the survey only addressed black and White issues and ignored the concerns of other ethnic groups. It is hypothesized that this group of Whites, identified through the comments section of their surveys, would raise these concerns in order to discredit the survey and African American concerns rather than from a genuine concern for other ethnic groups. Qualitative and quantitative data are used to describe this group of staff and parents, including demographic information and their perceptions of the racial climate as measured by the SCS. The authors discuss how some Whites may raise concerns related to other ethnic minority groups in order to minimize the problems facing African Americans. This information shapes how we present the data to the community, and raises concerns about how we can advocate for change in polarized communities without ignoring the voices of other marginalized groups.

**[76]
The Utility of APA Ethics Guidelines for Community Action Research**

J. JOHNSTON¹ AND A. GONZALEZ¹

¹University of Illinois at Urbana-Champaign, Champaign, IL

This paper describes ethical dilemmas faced by the School Climate Research Team (SCRT). Dilemmas arose from opportunities seized by the SCRT to be change agents in a school district embroiled with racial inequities. For example, deciding which stakeholders to release the findings of a racial climate evaluation to, became an ethical dilemma. Presumably, two primary parties deserved initial public release: the school board, which underwrote the evaluation process and a community committee assembled to oversee agreements entered into by the district to redress African American academic and discipline inequities. The findings were released in a context politically charged by public knowledge of fiscal misconduct by the district, an Office of Civil Rights (OCR) probe, and the evaluation. This context complicated the dilemma of "who is the client" and exposed the political struggle between the district and the community oversight committee. While pursuing ethical guidance from the APA code, it became clear that this code was primarily written to guide therapeutic intervention. It offered insufficient guidance for resolving the SCRT dilemmas. This paper focuses on the SCRT ethical dilemmas, resolution processes, and their implication for conducting community action research.

**[77]
Confronting Educational Inequities (Discussant)**

D. HENRY¹

¹Champaign Community Unit School District 4, Champaign, IL

TH 3:45-5:00PM UL216

**[78]
Community Based Interventions for Minority Populations**

M. STOLLEY¹ AND M. FITZGIBBON¹

¹Northwestern University Medical School, Chicago, IL

This workshop will provide valuable information about the development, implementation, and evaluation of community-based health risk reduction interventions. The authors will present two different disease prevention programs developed specifically for minority populations. The programs are based on social learning theory and include integrated interventions that address two or more risk behaviors. The first program is an obesity prevention program for African-American pre-school children and their parents. This program targets changes in diet and exercise. The second program is a breast cancer risk reduction program for African-

American women that incorporates weight loss, changes in diet and exercise, and improved breast health behaviors. In discussing the interventions, the presenters will review strategies used to tailor each program to its target population. Specifically we will address recruitment and retention, data collection, curriculum development, and curriculum implementation. This workshop is designed for individuals with an interest in community-based interventions and a wide range of experience (from a lot to none). Workshop attendees will have the opportunity to view program materials and program demonstrations, as well as participate in a selection of intervention activities. Workshop participants will learn creative and novel ideas for developing and implementing comprehensive health promotion programs for minority populations.

TH 5:15-6:15PM Speaker's Auditorium

Tribute to Jim Kelly
Edison Trickett, Chair

**TH 6:30-8:00PM ALUMNI HALL VETERAN'S HALL
OPENING RECEPTION AND POSTER SESSION**

Music provided by The Jazz Pioneers

Prevention Theme (POSTER POD A)

**[79]
Caring for Caregivers: A Seminar for Families Caring for Elders**

E. EMERY¹, M. HUNT¹ AND C. STEIN¹

¹Bowling Green State University, Bowling Green, OH

Elders are the fastest growing segment of the United States population, and a large portion of this group requires assistance in daily living. Much of this assistance is provided by family members, many of whom are not able to anticipate the demands of the caregiving role. Many caregivers report being overwhelmed in this role, unsure of how to seek assistance, and unfamiliar with community resources. Many caregiver resources are narrowly focused (e.g., understanding dementia, anger management), or are difficult to access. There is a need for programs with a holistic approach addressing a wider spectrum of caregiving issues and experiences. The present poster describes the development, implementation and evaluation of "Caring for Caregivers", a psychoeducational program for those caring for their elder family members. Based on literature reviews and interviews with family caregivers in the community, we identified eight topic areas as being particularly salient to community caregivers including communication and conflict resolution, balancing competing roles and dispelling stereotypes. The "Caring for Caregivers" program provides information, and brings together family members from a variety of backgrounds to share experiences, resources, and support. Results of qualitative and quantitative assessment of this program and implications of the seminar for community research and action are discussed.

**[80]
Exploring Readiness to Change in a Community-Based Job-Training Program**

S. ARTEAGA¹, C. WEISS¹ AND C. MARX¹

¹University of Maryland, Baltimore County, Baltimore, MD

An individual's readiness to change is considered to be a fundamental component in successful behavior change. It is estimated that the majority of individuals in most intervention programs are not prepared to implement

change. Self-efficacy, determination, goals, and environmental factors may limit and promote an individual's "change efforts". Thus, effective programs may be those that match program components and staff support with individual's personal and environmental needs. Caroline Center is a holistic educational and job-training program that serves predominantly low-income African American women in Baltimore City. The goal of the Center is to prepare unemployed and underemployed women to acquire and retain living wage jobs. Qualitative interviews were conducted with 21 women who were part of Caroline Center. This group included women who were successful graduates of the program and obtained a living wage job and those individuals who did not complete the program. This poster will examine the participants' expressed reasons for entering the program and their perceptions of their readiness to change. Additionally, it will discuss how program components both facilitate and hinder change efforts.

**[81]
Effects of Community Intervention on Delinquent Youth and Senior Citizens**

C. BRADSHAW¹, K. BARBOZA¹, R. LATZMAN¹, K. PAZ¹ AND J. GARBARINO¹

¹Cornell University, Ithaca, NY

This outcome-based evaluation illustrates the effects of the Alternative Positive Learning Used for Success (A-Plus) two-year intervention on retirement community residents' quality of life and aggressive youths' problem behaviors and attitudes toward school, employment, and community. A-Plus is a two-pronged community collaboration, promoting positive alternatives for 36 male and female aggressive adolescents and enhancing quality of life for a residential community of 200 seniors. Intervention combines intensive daily alternative education for youth with enrichment opportunities for seniors. A-Plus provides youth with community experiences (i.e., apprentice-based job training and volunteering), psychoeducational activities (i.e., conflict resolution, anger management, wilderness challenge, and individual and family counseling with choice theory/reality-based cognitive restructuring), and individual education. Youth collaborate with seniors to gain work experience and develop empathy; this enhances social skills and social opportunities for retirees. Changes in youths' problem behaviors and attitudes are indicated by comparisons between pretest and posttest scores on standardized measures and instruments advocated by prevention research specialists. Similarly, changes in retirees' social skills and quality of life are measured. Strengths and weaknesses of intervention are addressed and suggestions for implementation in other communities are discussed.

**[82]
Faith Leader, Teacher and Youth Viewpoints concerning Pregnancy Prevention**

E. KARDARAS¹, R. LEWIS¹, L. CHESNIAK¹, M. EDWARDS¹ AND M. MILLS¹

¹Wichita State University, Wichita, KS

The purpose of this study was to examine the opinions of faith leaders, teachers and youth and determine what programs they suggest have the greatest impact on adolescent pregnancy prevention. The results from the three populations will be presented. Approximately 200 surveys were mailed to interfaith ministers. Forty-six were returned (23.5% response rate). Teacher participation was solicited from three area high schools in Wichita, Kansas and 109 teachers completed the survey. There were limitations however in accessing youth participation for the administration of the survey. A total of 370 active permission forms were mailed to parents from a randomly selected list of high school students however, only twelve students presented to complete the survey (3.2% response rate). The opinion survey administered inquiring about individual opinions about the importance of the problem, knowledge of current prevention efforts, opinions regarding who should be responsible for implementing pregnancy prevention and the importance of various components endorsed by pregnancy prevention literature and experts in the field. The results from the faith leaders and the teachers showed that overall there was agreement about whether adolescent pregnancy should be addressed as an issue. The youth data collected will be examined and compared to the previous findings.

**[83]
The Effects of a College Dropout Prevention Program on School Attachment**

S. DAVIS¹

¹North Central College, Naperville, IL

The Freshman Year Initiative (FYI) program is designed to help incoming freshmen make a smooth transition to college by providing them with both social support and information. Students meet twice weekly for the first three weeks of college, in groups of 14-20 students. In these groups, a faculty member, a staff member, and two upper-level students lead discussions of various issues that may arise with the transition to college. Ninety-three incoming freshmen completed questionnaires during the summer before beginning college (Time 1), and again during the third trimester of their freshman year (Time 2). Multiple regression analyses revealed that the number of FYI sessions attended and the quality of the student's relationship with an academic advisor at Time 2 each significantly predicted attachment to college at Time 2 (even after controlling for high school satisfaction and college expectations at Time 1). Significant interaction effects indicated that FYI participation was an especially strong predictor of college attachment for students who might be at risk due to poor relationships with academic advisors or low levels of high school satisfaction. These results suggest that the FYI program may serve as a "safety net" for students who, for various reasons, might otherwise fail to acclimate to the college environment.

**[84]
Good Beginnings: Early Brain Research Dissemination Campaign & Program Evaluation**

L. GENSHEIMER¹, J. FINKEL¹, L. POOLMAN², S. MYERS², D. KARLSTRAND², S. NANDA¹ AND C. DIEBOLD¹

¹University of Missouri-Kansas City, Kansas City, MO ;
²HOMEFRONT/Kansas City BrainChild, Kansas City, KS

"Good beginnings last a life time" captures implications of decades of prevention research on promoting positive intellectual, social and emotional child development. "Good beginnings" also captures implications for community organizations for properly sequencing program development and evaluation. In both cases, a wealth of scientific knowledge exists on optimal practices, yet the extent to which this knowledge is being acted upon is questionable. For raising healthy children, research suggests there are significant gaps in adults' knowledge of child development (Zero to Three) which raises a challenge to design effective information dissemination strategies. For community initiatives, increased accountability demands often result in premature impact evaluations, which raises a challenge to design appropriate evaluations. A bi-state metropolitan initiative tackling both challenges is the BrainChild Campaign. This campaign has used a multi-strata approach to disseminate early brain development information and applications for interacting with children ages birth to 5, targeting local organizations and individuals who communicate directly with parents. Recently, the campaign formed a collaborative partnership with community researchers who determined that a formal impact evaluation was premature, and recommended an evaluability assessment instead.

**[85]
Process Evaluation Methods in "Legacy for Children": Preliminary Results**

R. PEROU¹, C. LESENE¹, J. DICE², J. BOROVAY² AND B. GORHAM²

¹Centers for Disease Control & Prevention, Atlanta, GA ; ²Research Triangle Institute, Research Triangle Park, NC

"Legacy for Children" (LFC) is a RCT of a parenting intervention to promote optimal child development. A key component of LFC is a comprehensive process evaluation. The broad goal of the process evaluation is to assist researchers in interpreting the study outcomes. Specifically, 1) monitor the quality and fidelity of the LFC as well as its other key components (e.g. parent groups, home visits, sense-of-community building efforts); 2) provide feedback to LFC staff for formative purposes; 3) provide a measure of intermediate outcomes (e.g. persistence of families in the program, engagement of participants). Preliminary results from the pilot phase of LFC will be reported. This will include qualitative observations of LFC mother's groups, quantitative measures of intervention performance, and ethnographic reports on the community context of participating families.

Youth Theme (POSTER PODS A - B)

**[86]
Psychological First Aid: Multi-level Intervention for Children Exposed to Violence**

G. SARKISIAN¹, S. PORTWOOD¹ AND L. SPENCE¹

¹University of Missouri-Kansas City, Kansas City, KS

For many children, exposure to family and community violence begins at a young age. A growing body of research indicates that children who witness violence can suffer both short- and long-term psychological damage. While studies have investigated the prevalence of children exposed to violence, few have explored the effectiveness of early intervention programs tailored to the needs of these children and families immediately following a violent event. Psychological First Aid (PFA) is an early intervention program begun in 1994, in response to an alarming increase in the number of children exposed to violence in the Kansas City metropolitan area. PFA utilizes a multi-level approach to reach children, families, and groups affected by violent events through (1) early crisis intervention and advocacy with children, families, and groups, (2) training and collaboration with community and grassroots organizations, and, (3) community outreach to disseminate educational materials and violence prevention/intervention resources to the public. This poster-presentation will provide a description of the multi-level (i.e., individual, group, community) components to the PFA program as well as preliminary evaluation efforts to determine the program's effectiveness. The presentation will emphasize substantive results from the evaluation data and their implications for PFA and the existing literature on children exposed to violence.

**[87]
Maternal Socialization of Coping with Peer Stressors and Girls' Popularity**

J. KUPERSMIDT¹, A. HARRIS-BRITT¹, M. PUTALLAZ² AND C. GRIMES²

¹University of North Carolina at Chapel Hill, Chapel Hill, NC; ²Duke University, Durham, NC

Parents have been found to have both a direct and indirect influence on their children's social competence; however, few studies have examined how parents might help their children cope with peer-related stressors. Maternal socialization of coping with stress has been examined for illness, medical procedures, community violence exposure and parental divorce, and is related to the child's adjustment. The present study examines maternal socialization of coping with peer problems and its relations to sociometric status and race in girls. 252 girls and their mothers participated in the study with mothers of 161 (64%) of the girls reporting a negative peer experience for their daughters. Analyses suggest that maternal advice differed as a function of the daughters' sociometric status. For example, mothers of popular girls had more relationship-enhancing goals than other mothers. Also, more mothers of peer-rejected girls suggested that their daughters seek social support and assistance in order to solve their peer problems than other mothers. More white mothers recommended their daughters use logical analysis to cope with their peer problems than black mothers. Results are discussed in terms of how parental socialization may be an important factor in the development and maintenance of social competence in school-aged girls.

**[88]
Evaluation of YouthFriends: A School-Based Mentoring Program**

P. AYERS¹ AND R. WARIS¹

¹University of Missouri-Kansas City, Kansas City, MO

This poster will focus on evaluation data of YouthFriends, a five-year-old school based mentoring program in Greater Kansas City and the State of Kansas. YouthFriends connects caring adult volunteers with young people, grades K-12. YouthFriends intervention strategies purposefully address the following risk factors: favorable attitudes for problem behaviors, school and community disconnectedness, absence of success models, and a lack of positive relationships with caring adults. To monitor program satisfaction and outcomes, YouthFriends utilizes an annual survey, tailored and administered to each group of YouthFriends participants (i.e., youth and their parents, volunteers, and school/program staff). The survey is designed

to measure various perceptions and attitudes these individuals have concerning the YouthFriends program and their YouthFriends experience. In April 2000, YouthFriends Annual Surveys were completed by 2,281 students (response rate of 40.0%), 1,174 YouthFriends volunteers (response rate of 38.3%), 638 school/program staff (response rate of 34.7%), and 342 parents (response rate of 11.5%). The proposed poster presentation will focus on the perception of students and volunteers regarding value of mentoring relationships, as well as the individual characteristics of each group that appear to contribute to the formation of successful mentoring relationships and the promotion of positive youth development.

**[89]
Parent-Adolescent Violence as a Predictor of Outcomes among At-Risk Adolescents**

M. HABER¹

¹Wayne State University, Detroit, MI

Research has shown that children and youth who are victims of parental violence are more likely to show a variety of poor outcomes. Recent research has suggested that adolescents can also be violent toward their parents. The present study examined the independent and combined contributions of adolescent violence against parents and parental violence against adolescents in the prediction of several important outcomes. The at-risk sample (N=396) included a probability sample of 251 homeless adolescents (ages 13-17) from a major Midwestern metropolitan area and a matched sample of 145 housed adolescents. Prediction of outcomes was examined in three hierarchical regression analyses in which the criterion variables were symptoms of mood, conduct, and substance abuse disorders. Each of the regression equations yielded significant results ($p < .05$), with parental violence predicting conduct and mood symptoms, adolescent violence predicting conduct and substance abuse symptoms, and the interaction term predicting mood and substance abuse symptoms. The interactions indicated more symptoms in cases where both parental and youth violence were high, suggesting that the "escalating violence" that may be present in such cases is particularly pernicious for youth outcomes. The final presentation in June 2001 will involve cross-sectional analyses based on a final sample (total N=416) as well as preliminary longitudinal analyses based on 6-, 12-, and 18-month follow-up interviews (expected N 250).

**[91]
Description and Evaluation of a Peer-Education Program for Adolescents**

J. WAINRIGHT¹

¹University of Virginia, Charlottesville, VA

Voices for Interpersonal Violence Alternatives (VIVA) is a community-based peer-education program for adolescents about interpersonal violence. VIVA members perform a play that reflects situations that adolescents encounter in their own lives and lead discussion groups that allow for an open exchange of information and opinions. The program provides adolescents with a forum for awareness, discussion, and education regarding interpersonal violence, and encourages the development of healthy relationships. The VIVA Evaluation Project examines the effects of participation on the adolescent members of VIVA and assesses VIVA's effectiveness in educating adolescents about interpersonal violence and community resources for those affected by violence. Preliminary results show that, in a sample of 225 high school students, audience members of both genders, in all grades, and from two schools reported less belief in myths about interpersonal violence after participating in VIVA. However, there were also effects for gender, grade, and type of school on students' reported beliefs both before and after participation in VIVA. Data collection on audience's beliefs and the effects of VIVA members' participation in the program will continue through the current school year. Results of the project have been shared with VIVA and have been used to improve the program.

**[92]
Examining Diverse Predictors of Female Adolescent Sexual Behavior**

A. DAVIS¹, H. KEMP¹ AND A. TETREAU¹

¹Rhodes College, Memphis, TN

Studies of adolescents indicate that demographic factors such as race and socioeconomic status (SES) predict differences in sexual behavior. Additionally, some research suggests that factors such as romantic beliefs and attitudes toward men may significantly enhance our understanding of female adolescents' sexual behavior. Little research, however, has investigated how these various factors examined together may provide a more complete understanding of adolescent sexual behavior. The goal of this study was to examine how romantic beliefs and attitudes toward men contribute to the prediction of sexual behavior after accounting for race and SES. These findings will be used to provide recommendations to family planning clinic staff regarding how to encourage less risky sexual behavior among female adolescents. Questionnaires regarding past sexual and romantic experiences, attitudes toward men, and romantic beliefs were administered to an ethnically and economically diverse sample of more than 350 female clients (ages 13-22) of a family planning clinic in a Southeastern city. We also obtained access to files containing data about their income, demographics, and medical history.

**[93]
Child & Youth Development - School Community University Collaboration**

S. HELM¹, C. MORGAN¹, B. MURPHY¹ AND C. ONO¹

¹University of Hawaii, Honolulu, HI

The "Keiki Recreational League" strives to promote healthy child and youth development through neighborhood-based after-school soccer activities. The KRL is a school-community-university collaboration, currently located in three public housing neighborhoods in urban Honolulu. Elementary-aged student athletes are program participants who are recruited through their schools, families, and neighborhoods. Five program outcome areas include: 1) child development/health, 2) youth development/health, 3) parent/family involvement, 4) safe neighborhoods, and 5) effective mentoring. These are designed, implemented, and evaluated as part of a University of Hawaii at Manoa undergraduate psychology course in conjunction with local high school School-To-Work programs. Essential for KRL success is recruiting, training, and supporting the high school aged Neighborhood Coaches. NCs are volunteers recruited from the public housing neighborhoods and their high school's STW program. Mentoring and social support concepts are tailored for the context. Community-based family health and social service agencies and also several soccer programs (local, state, and national) are instrumental in supporting the expansion of the KRL from one site to three sites in 2000, and additional public housing neighborhoods in 2001. Issues of "scaling up" and collaboration will be presented. In addition, findings and implications for school, community, and university policies and programs are presented.

**[94]
Evaluating a Youth Leadership Program's Impact Upon Participants' Volunteerism**

A. SHARMA¹ AND Y. SUAREZ-BALCAZAR¹

¹Loyola University (Chicago), Chicago, IL

Volunteerism and social responsibility have been highlighted as potential indicators of positive adolescent development. The American Red Cross collaborates with high school youth to train them as volunteers. This youth leadership training is designed to provide students with a knowledge base in a chosen area (community disaster education, first aid for children, and HIV/AIDS), develop public speaking skills, and motivate them to teach fellow community members what they have learned. The purpose of this evaluation was three-fold; (1) to develop an evaluation guide to be disseminated to Red Cross chapters to begin to implement evaluation protocols; (2) to document impact of the training using measures that indicate the youth's motivation to volunteer, skill development, and their satisfaction with training received and; (3) to document the satisfaction of community members, using a brief survey, who participated in presentations given by graduates of the program. The framework used to evaluate youth impact was based on Chinman and Linney's (1998) Positive Adolescent

Empowerment Cycle. Through the findings of this evaluation, we will discuss the implications of implementing a comprehensive evaluation plan and how this has led to a greater understanding of the training program's impact upon the youth and the community.

[95] Physical Activity Promotion Programs: How Are We Doing So Far?

M. TABORGA¹
¹Arizona State University, Tempe, AZ

The usefulness of physical activity to prevent psychological and physical problems such as depression and coronary heart disease is well known. However, most of the population (80%) does not engage in regular physical activity and 25% report no activity at all. For this reason, efforts have been made to increase physical activity among children and adolescents in their schools and communities. The purpose of this project was to review the published literature on school and community programs to evaluate, overall, their ability to increase physical activity. In addition, this project sought to identify potential mediators of these programs. While other prevention literature has familiar mediators such as the "peer influences" and "knowledge of benefits" mediators in the substance-use literature, potential mediators are yet unknown in the physical activity literature. A first step in identifying mediators is to go back to the theory used by the researchers and to then identify what theory-based variables they were able to successfully change along with physical activity. The results of this project indicated that programs were able to increase physical activity in youth and that some potential mediators of these programs are attitudes, knowledge, and behavioral skills.

[96] Community Contribution to the Development of Youth Assets
M. HUBER¹ AND A. GRIFFIN¹

¹Michigan State University, East Lansing, MI

Using data collected from over 20,000 youth from 36 communities in the state of Michigan, authors will discuss the community level impacts on the development of youth assets. Results of youth asset mapping across the state and nation using Search Institute surveys have consistently revealed similar moderate levels in the positive internal assets held by youth (e.g. positive values, delay of gratification, educational achievement, etc.) and low levels of assets gained from the community (e.g., perception that the community values youth, provides meaningful roles for youth, and offers support and empowerment opportunities for youth. Previous research on these developmental assets has demonstrated the higher accumulation of these assets held by youth, the greater the likelihood that youth will thrive and the less likelihood there is that youth will engage in risk behaviors. Therefore, this low level of assets provided by the community has been of great concern since it has been found to be consistently low across youth surveys in many states. In this analysis, community level variables will be used to predict differences in the community level assets obtained by youth. Based on these findings, authors will discuss and explore the role that actual community level variables have on these assets or whether these perceptions of low community assets is more associated with the developmental stage of adolescence.

[97] Neighborhood Context and Resiliency of Children Who Witness Domestic Violence

W. SIEBOLD¹, N. ALLEN¹, D. BYBEE¹ AND C. SULLIVAN¹
¹Michigan State University, East Lansing, MI

Approximately 3.3 million children between the ages of 3 and 17 years of age are exposed to domestic violence each year in the United States. While many factors may contribute to children's resiliency, it is possible that the ecological context of the community in which children live may be one of the more prevalent factors related to children's well being. Previous research has shown that children living in contexts with high crime rates, prevalent drug trafficking, and deteriorating housing are at an increased risk for delinquency and school failure. It is important to examine ecological contexts such as the neighborhood and school environment in which children live in order to more fully understand what factors may moderate

children's psychological and behavioral adjustment. The current poster presentation will explore neighborhood safety and stability as well as the safety of school environment as moderators of the relationship between the level of violence children have witnessed and their social and behavioral outcomes. This project is a preliminary analysis of data that has been collected over a two-year period from over 100 families in the community who have been exposed to domestic violence.

Community Development Theme (POSTER PODS B-D)

[98] Creating Social Glue in Geographic Communities
D. KLEIN¹

¹The Union Institute, Columbia, MD

This report develops the thesis that the existence of sufficient social glue (i.e., integrative connections between community groups) is fundamental to the work of community psychologists involved in developing social capital, addressing community issues, and community building activities in general. Based on information gathered from a one-year reconnaissance, it delineates major cleavage lines that are characteristic of today's communities; summarizes a variety of approaches, methods, and techniques that have been or can be used to create integrative connections; and describes five current programs designed to create social glue that have been developed by community development professionals, adult educators, advocates of total quality management, and family therapists. The paper concludes that detailed comparative studies of ways to foster integrative connection would be a promising avenue for community psychology practice and research.

[99] The Kansas Community Leadership Initiative: Social Change by Community Leaders

S. WITUK¹, M. WARREN¹, A. COMMER¹, H. BRANDENBERGER², M. CLARK³, P. HEINY³ AND G. MEISSEN¹
¹Wichita State University, Wichita, KS; ²Self-Help Network of Kansas - Wichita State Uni., Wichita, KS; ³Contemporary Consultants, Richmond, IN

Community leadership programs are one common approach to developing community leaders and have traditionally emphasized (a) informing participants about community strengths and needs; (b) visiting community sectors; and (c) introducing participants to other leaders. Recently, a growing number of researchers have questioned whether community leadership programs prepare participants for the rapidly developing changes within their communities. The Kansas Community Leadership Initiative (KCLI) was a two-year initiative designed to create "leader-full" communities by strengthening community leadership programs in Kansas. Directors and lead volunteers from 18 community leadership programs were invited to participate. Rather than focusing on traditional leadership concepts, the KCLI was based on 21st century community leadership concepts (i.e., servant leadership). The current study utilized a qualitative research methodology that was guided by a grounded theory approach. With this in mind, the current research addressed three research questions: (a) how are participants using KCLI skills and concepts; (b) what do KCLI participants learn from their experiences; and (c) what are KCLI participants' plans for the future. Through an in-depth, discovery focused examination of these questions a framework for developing 21st century community leaders will be developed and discussed.

[100] Community-University Collaboration: A School-based System of Care for Youths

W.T. SUMMERFELT¹ AND E. YANG¹
¹Michigan State University, East Lansing, MI

The growing concern of violent juvenile crimes has prompted communities to take action in preventing such acts from occurring. One method that a rural Midwestern community has adopted is a school-based System of Care for youth at risk for violent offending. A community-university collaborative initiative is working towards implementing a system of services that is responsive to the needs of youth within this community.

This system of care is an integrated services approach to human service delivery that emphasizes linkages among youth serving human service agencies, strong community collaboration, and parent-professional partnerships. Traditionally, systems of care have been based within mental health agencies. However, youth spend a predominant amount of time in the school environment and school-based systems of care may be more appropriate for youth. The school setting may allow for more comprehensive services and greater impact in the lives of youth at risk for violent juvenile offending. In addition, this system of care model also attempts to strengthen the system of services and supports for all youth within this Midwestern community. Information will be presented from a study that examines how to effectively implement a system of care within schools.

[101] Case Studies of University Community Partnerships
J. SANABRIA¹, B. HERNANDEZ¹ AND P. ARRIAGA¹

¹University of Illinois at Chicago, Chicago, IL

An issue of interest in applied community research is the relationship between the researchers and community organizations. Different aspects of this relationship have been explored and fully reported. This work documents three collaborative partnerships between a university-based research group and grassroots organizations of minorities with disabilities in Chicago and its relation to goal attainment by these organizations. These relationships were formed in the context of a project to develop the capacity of minority communities to promote the implementation of the Americans with Disabilities Act (ADA). Data include reports of more than a hundred contacts between the university research staff and members of the three organizations. These reports describe the kind of meeting, people involved, issues discussed, actions proposed, actions reported, goals proposed and the services provided by the university staff. This information is related to the goals attained by each organization. Comparisons are made between the three organizations. The discussion explores the implications of the different kinds of relationships with the organizations on its goal attainment process and different kinds of approaches for collaborative partnerships, depending on their structure, way of work and needs.

[102] Implementing Collaborations: Effects on Parent Satisfaction
S. CURENTON¹, L. SKIBBE¹ AND M. SEWELL²

¹University of Virginia, Charlottesville, VA; ²Monticello Community Action Agency's Head Start, Charlottesville, VA

Due to national welfare reform policies, Virginia welfare recipients are required to seek employment within 90 days of program enrollment, which augments the need for affordable full-day, high quality childcare. Therefore, Barrett Day Care Center (BDCC) and Monticello Community Action Agency's Head Start (MACAA) collaborated to provide full-day, full-year childcare to low-income families who are working or are in job training. The ultimate goals of collaboration are to improve services and increase resources. However, the actualization of these goals may be stifled due to normative collaboration transition periods, which are characterized by staff inconsistency, greater staff stress, and an unequal distribution of resources. Hence, parents' satisfaction with the organization may be low during transition periods. Seventy parents will be interviewed 6 months into the collaboration and will rate their satisfaction with their child's education and program staff. Two groups of parents, those with children transitioning into BDCC classrooms and those with children in MACAA classrooms, will be compared. Since BDCC parents will be experiencing the transition, they are hypothesized to be less satisfied than MACAA parents. Results will be interpreted in the context of improving interagency collaborations by decreasing the negative effects of transitions.

[103] Supporting CRO's: Utilizing a Partnership Approach to Research

H. BRANDENBERGER¹, S. TIEMEYER¹, K. BOMHOFF¹, R. JOHNSON², S. WITUK¹, A. COMMER¹, M. WARREN¹ AND G. MEISSEN¹
¹Self-Help Network of Kansas, Wichita State University, Wichita, KS;
²Kansas Department of Social and Rehabilitation Services, Division of Mental Health, Substance Abuse Treatment & Recovery, Topeka, KS

Consumer operated service programs focus upon consumer strengths and a self-help/mutual-help approach in which the service provider and recipient are both consumers of mental health services. This is appealing to consumers because it allows them to help each other based in genuine understanding and experiential expertise. The Consumer Run Organization (CRO) Network of Kansas currently has 17 incorporated and funded chapters with support and shared facilitation offered by the Self-Help Network. The vision of this project is "that all Kansas CRO's will efficiently and effectively operate as non-profit organizations, thus improving their services to mental health consumers and helping to improve the quality of mental health care systems." Based in part on action-research, our approach is to walk beside these CRO's giving tools and support on issues related to operating and maintaining a non-profit organization to create self-sufficient and interdependent organizations while also collecting data showing strengths and opportunities for improvement. The research will showcase: a) CRO's functioning at baseline, b) CRO's current functioning, c) Their plans for the future. Discussion will focus on: a) Services developed for consumers, b) Advantages and challenges of a consumer driven self-help philosophy, c) Outcomes of interventions determined by ongoing data collection.

[104] Building Community Capacity for Documenting and Evaluating community change

R. BOOTHROYD¹, A. PAINE-ANDREWS², J. FISHER¹, S. LA SHELL³, S. FAWCETT¹ AND V. FRANCISCO¹

¹University of Kansas, Lawrence, KS; ²University of Kansas, Overland Park, KS; ³University of Kansas, Topeka, KS

In 1999, three Kansas communities were funded by the Kansas Health Foundation to reduce rates of adolescent pregnancies over a four-year period. The mission of these initiatives is to mobilize a community response that accomplishes change within and across the community. The Work Group on Health Promotion and Community Development at the University of Kansas works with these initiatives to build local capacities to document and evaluate progress. Sites and Work Group staff share access to a web-based documentation system that enables sites to regularly track their community change efforts. Data will be shared that depicts efforts to build local capacity for measuring change. In Year 1, sites were trained in a measurement system and offered candidate events that were coded by Work Group staff. In Years 1 and 2, data have been shared and used to shape site coding behavior such that sites now serve as primary observers. KAPPA scores have maintained 80% reliability. Currently, the KU Online Documentation System (ODS) provides sites with user-friendly data entry forms and real-time access to data listings and graphs. Through this online collaborative process, sites have become co-managers of their evaluation data, and maintain accountability for their own change efforts.

[105] Evaluation of BRIDGES - A Consumer-Operated Service Program

W.T. SUMMERFELT¹, D. CANTILLON¹ AND E. YANG¹
¹Michigan State University, East Lansing, MI

Bridges (Building Recovery of Individual Dreams and Goals through Education and Support) is a consumer-operated service program that is a collaborative endeavor among consumers, family members, mental health service providers, university researchers, behavioral health care organizations and policy makers from the state of Tennessee. Bridges emphasizes empowerment, psychoeducation and recovery. Bridges participant have a diagnosable mental, behavioral or emotional disorder, but this program does not provide mental health services in the traditional manner. The consumer-operated philosophy of Bridges is very innovative in its approach to service delivery. Bridges participants are empowered through psychoeducation and peer support to facilitate their own recovery process. Participants take an assertive stance in their treatment and work as partners with service delivery professionals. The proposed presentation will provide information on the consumer-operated service delivery model, the project background and preliminary findings from the evaluation of the study. The Bridges program evaluation looks at the process of implementing the program within each site.

**[106]
Implementing Collaborations: Effects on Resource Distribution and Parent Stress**

L. SKIBBE¹ AND S. CURENTON¹
¹University of Virginia, Charlottesville, VA

Research demonstrates that interagency collaborations minimize expenses and service duplication, enhance training opportunities, and utilize program resources most effectively. In practice, however, educational agencies usually experience a period of transition during the implementation of the collaboration, which may affect program resources and stress levels for parents. This research investigates parent stress and its relationship to the distribution of resources during the beginning stages of the collaboration between Head Start and a local day care center. To measure the level of parenting stress, approximately 40 parents participating in the collaboration will complete the Parent Stress Inventory. Resource distribution is measured by a questionnaire for parents, detailing the number and type of services they have received thus far, and the Early Childhood Environment Rating Scale, which measures the quality of the classroom environment. The results will be compared to a control group of equal size whose children were not assigned to collaborating classrooms. Preliminary interviews with parents indicate that they experience more stress because of the fluctuating availability and quality of resources. This demonstrates that policy makers should concentrate on planning 'before the beginning' of a collaboration to minimize the negative effects of the transition period.

**[107]
Understanding the Effectiveness of Community-Based Disability Coalitions**

D. LOUNSBURY¹, P. FOSTER-FISHMAN¹ AND S. BERKOWITZ¹
¹Michigan State University, East Lansing, MI

Community-based coalitions have become a popular means for both promoting collaboration between multiple stakeholders and incorporating community voice in planning and decision-making. Unfortunately, we still do not know enough about how these coalitions can be more effective in maintaining a diverse, active membership and promoting community change. This study explores the effectiveness of nine county-level coalitions addressing disability issues across the state. These coalitions are examined from multiple perspectives, including interviews with members and external stakeholders as well as participant observations. This poster will present what we have learned about the factors influencing the effectiveness of coalitions in their efforts to create an environment that is respectful of diversity, empowering for participants, and capable of meeting the diverse needs of competing stakeholders. Potential implications for collaborative strategies will be presented.

**[108]
Building Collaborative Capacity: A Review and Integrative Framework**

P. FOSTER-FISHMAN¹, S. BERKOWITZ¹, D. LOUNSBURY¹, S. JACOBSON¹ AND N. ALLEN¹
¹Michigan State University, East Lansing, MI

The popularity of community coalitions to promote systems change and enhance community well-being is well illustrated by the increasing body of literature that addresses this topic. While this abundance has increased our understanding of coalition processes and outcomes, it has also presented researchers and practitioners with a new dilemma: how to integrate and manage the array of findings and recommendations across these publications. We conducted an extensive review of 80 articles from the coalition and multiple stakeholder collaboration literature with the goal of developing a framework that captures core competencies and processes needed for effective coalition functioning. Articles were reviewed and content analyzed to identify these factors, and emerging themes were organized into an overarching meta-framework of collaborative capacity. Four primary types of collaborative capacity emerged through our review. Coalitions need collaborative capacity: (a) within their members; (b) within their relationships; (c) within their organizational structure; and (d) within the programs they design and deliver. This poster will present this emergent framework for collaborative capacity. In addition, this poster will describe the implications of a capacity-based framework capacity, and suggests ways in which such a framework can be applied in future research and practice.

**[109]
Exploring Community Capacity through Participatory Evaluation**

S. BERKOWITZ¹
¹Michigan State University, East Lansing, MI

There is a growing awareness of the potential for community-level interventions and settings to enhance community capacity - the ability of communities to draw on their assets to identify and address issues and promote healthy community functioning. However, this new focus poses new challenges for the evaluation of community settings as communities and researchers grapple with defining and measuring unfamiliar outcomes. This poster presents the process of and findings from ongoing participatory evaluation work with Neighborhood Network Centers, a comprehensive community initiative in urban neighborhoods to support community building and ongoing collaboration between neighborhood residents, health and social service agencies, and local institutions such as schools, police departments, and hospitals. Interviews with key informants and participatory research processes were used to define community capacity building in the Network Center context, identify target outcomes, and develop a plan for evaluation. Exploratory analysis of the effectiveness of Network Center capacity-building efforts is presented.

**[110]
Organizational Consultation with a Family Service Agency: A Case Study**

C. RAMOS¹
¹University of Hawaii at Hilo, Hilo, HI

Organizational consulting strategies have long been applied in private sector and public sector organizations. Organizational consulting is also being applied to non-profit human service organizations. Why the interest in the application of organizational consultation to enhance human service delivery systems? Because the systems through which help is provided must be accessible, technically competent, and responsive to the needs of those being served as well as those serving. In spite of the need to direct attention and resources to enhancing human service organizations, few studies deal with organizational change and development in these settings. The project that is reported here involved an organizational consultation with a large human service organization. This case study project had two goals; to document the steps, strategies and related dynamics of the organizational consultation process, and in so doing contribute to the body of knowledge regarding systematic organizational change and development. This paper presents a detailed review of the consultation project's methodology and core activities, the results of the consultation, and a discussion of issues and dynamics that arose during the consultation.

**[111]
The Carter Partnership Award: Mobilizing Campus Community Collaboration**

P. DRESSEL¹ AND S. SEHGAL²
¹Georgia State University, Atlanta, GA

The poster presentation summarizes the creation and first year of implementation of a statewide award for campus-community partnership. The Carter Partnership Award honors the legacy of former President Jimmy Carter and Rosalynn Carter for their life long efforts to strengthen communities throughout the world. The poster summarizes the creation and implementation of the award including award criteria, implementation of timeline, budgetary considerations, choice of committee members, public relations materials, fundraising approaches, application format, data on first-cycle submission, features of the award ceremony, assessment of first year of the project, and the development of baseline data on campus-community partnership around the state. As a public research institution located in downtown Atlanta, Georgia State University is an appropriate institutional home for the active promotion of community partnership. The college has contributed its own resources to the implementation process, along with those generated through fundraising efforts, expects to generate endowment that will enable the award to be given on an annual basis. The evaluation of the award effectiveness focuses on outputs: an increased number and a more strategic nature of community partnerships by institutions of higher education throughout the state. The overall goal is to mobilize the higher

education system in the state to be so actively engaged on behalf of community well being that it becomes a model for others to emulate.

Theory/Method Theme (POSTER PODS D - E)

**[112]
Using Concept Mapping as a Participatory Research Tool**

J. ANTONISHAK¹
¹University of Virginia, Charlottesville, VA

Agencies frequently rely on staff or board members to identify and prioritize the needs of service recipients. This 'expert'-controlled process may not be the most effective way to implement an intervention program. Concept mapping methodology provides a tool to ensure that community input guides the decisions of service agencies. Concept maps provide a visual picture of community. The needs emerge directly from participation by community members and represent the groups' vision of needs. The information from community members is analyzed using multidimensional scaling and hierarchical cluster analysis. The final map shows a visual picture of participants' perception of how the needs relate to each other and the relative importance of these needs. This poster will present results from a concept mapping needs assessment of rural, low-income community members and compare the needs identified and prioritized by community members to those identified by service agency staff and members of the agency's board of directors. Results indicate that there are discrepancies between the identification of needs and priorities of community members and agency personnel. The concept mapping methodology provides a new tool for participatory research, facilitates exchange of information between the agency and community members, and encourages future collaboration in addressing community needs.

**[113]
Habermas Semantic Differential: Parental Perceptions of Child Diagnosis**

S. LEWIS¹
¹Peabody College, Vanderbilt University, Nashville, TN

Confirmatory diagnosis of a developmental disability is a significant life event for parents of a target child. It bridges the gap between "knowing" and "not knowing," and often follows a long period of mixed messages from other professionals and unconfirmed concern. It is important to understand how parents perceive the diagnostic conference and are able to receive often bad news. As part of a larger project, a semantic differential measure was developed to assess parental perceptions of this event according to Habermas' (1979) validity claims that truth, clarity, legitimacy and sincerity comprise communication competency. The semantic differential has a long history of measuring meaning. Initial instrument development is described and initial testing results reported. Comparisons of semantic differential results with qualitative codings from parent interviews in this mixed methods project are also included.

**[114]
Inclusion of the Self in the Neighborhood Scale**

A. LOHMANN¹ AND L. HEMPEL²
¹Claremont Graduate University, Claremont, CA ; ²University of Redlands, Redlands, CA

The Inclusion of the Self in the Neighborhood Scale (ISN), a univariate, graphically-based measure of neighborhood cohesion was developed and tested via multiple studies. Specifically, circles are used to represent "self" and "neighborhood" and the circles are presented at various stages of overlap, ranging from no overlap to complete overlap. In the field of interpersonal relations, the use of this graphic approach to assess the degree of "oneness" a person feels toward another has been established as valid and reliable. The ISN scale was demonstrated as reliable and valid in a number of respects: It demonstrated a high degree of convergent validity by correlating with recognized components of neighborhood cohesion (neighborhood attachment and neighborhood supportive acts); It demonstrated discriminant validity by not correlating with a measure using a similar overlapping circle technique; It demonstrated strong test-retest reliability. Finally, the ISN's content validity was established with two

studies. The majority of respondents indicated that the overlapping circles represented the degree of involvement in their neighborhood or the degree to which they felt they were a part of their neighborhood. Additionally, residents in neighborhoods identified as high- or low-cohesion using this measure reported, respectively, more and less social interactions as neighborhood assets.

**[115]
Computer Administered Interviewing of Women Receiving Welfare**

S. TOOHEY¹, C. RINCON¹, D. BERTOLLO², J. AYBAR², M. SHINN¹, M. ALEXANDER² AND F. LIPTON³
¹New York University, New York, NY ; ²Nathan S. Kline Institute, Orangeburg, NY ; ³New York City Human Resources Administration, New York, NY

We will demonstrate a computer program created to interview approximately 600 women in a welfare office in New York City. Respondents simultaneously listen to questions in headphones and view them on the screen. As answer choices are read, the outline of the appropriate response box is illuminated. Respondents touch the computer screen to respond. Respondents complete computer training modules prior to the interview. The literature suggests that computer administered interviews result in greater willingness to answer personal questions about experiences of violence and mental health symptoms and fewer "don't know" and "refused" responses. This format also allows multiple interviews to be conducted at one time, permits instant scoring, and reduces data management problems. In addition to demonstrating the technique, we will report on its success using ethnographic vignettes. We are using the interview to explore psychological distress and exposure to violence among 600 women receiving welfare, and how these experiences affect women's ability to comply with welfare rules, gain employment and achieve self-sufficiency. The computer scores interviews instantly and women with mental health symptoms are referred immediately for further evaluation to determine whether they are eligible for special accommodations at work assignments.

**[116]
Modeling Self-Narrative in Community: A System Dynamics Approach**

H. NGUYEN¹
¹Michigan State University, Ann Arbor, MI

This paper models and explores the process of construction and reconstruction of self as narrative within the context of community from the system dynamics perspective. The process of self-narrative is modeled as trajectories to represent the individual's effort to construct systematically related connections among life events through evaluative comparison. The progressive and regressive movements of the trajectory along the evaluative dimension correspond to the temporal form while the acceleration and alteration of the trajectory correspond to the dramatic tension of the narrative. The social origin of various narrative forms and the individual's negotiation are indicated by the causal links between the social sphere and the individual. Changes in self-narrative as well as other individual and social variables through time provide insights into the complex dynamic of self-narrative construction. The causal links that create nonlinear feedback loops in the model identify dominant causal elements and also counterintuitive tendencies of the structure as a whole. The paper discusses how the immediate culture of the community influences the individual's self-narrative and implications for changes at both the individual and community levels.

**[117]
Bridging Broad and Specific Initiative Outcomes: An Evaluation Model**

M. STRAMBLER¹ AND C. GRILLS²
¹The Imoyase Group, Inc. & University of California, Berkeley, Berkeley, CA ; ²The Imoyase Group, Inc., Los Angeles, CA

Assessing community-based initiatives with diverse multi-site components poses a significant challenge for evaluators. The challenge lies in developing a design that will have the ability to concurrently evaluate and

integrate the theory and goals of the larger initiative with site-specific individualized objectives. However, the current state of the evaluation literature speaks little to this issue. The evaluation of the Children and Youth Community Health Initiative (CYCHI) developed by the Imoyase Group is presented as an example of a multi-site design that addresses this topic. The evaluation attends to ten separate community-based health projects who share the same overall goal: to improve community health through community organizing and engaging youth in activities that will affect the physical, social, and chemical environments. The current presentation explains the application of empowerment and participatory evaluation in: (1) the development of an initiative-wide theory of change model, (2) the development of site-specific logic models, (3) the testing of the theory of change model at the initiative-wide level, and (4) assessment at the site-specific level to capture project processes and outcomes. Example measures, models, and statistical results are presented as illustrations of the evaluation design and process.

[118] Losses and Gains When Analyzing Interview Transcripts
R. BENHORN¹ AND C. LOOMIS¹

¹University of Maryland Baltimore County, Baltimore, MD
To analyze and interpret the findings of qualitative text, researchers tend to use only one of several available techniques. Losses and gains in the understanding of a phenomenon are associated with each technique. The present study uses both content coding and a case study approach. Content coding identifies common themes across multiple interview transcripts. This process, although important in revealing multiple and varied dimensions of a phenomenon, does not systematically examine how these dimensions interact nor take into account the larger context. Conversely, a case study examines the interactions of a phenomenon's dimensions and places these interactions in the context of a particular individual's life, but provides a singular view of a phenomenon that rarely depicts the variation of factors involved. This poster presents results of interviews with African American women transitioning from welfare to work in a program based in east Baltimore. Results of combined content coding analysis and case study analysis revealed a more comprehensive understanding of the complexity and diversity of the lives of poor urban African American women. Findings have direct implications for increasing the efficacy of welfare to work programs while simultaneously enhancing the quality of life of program participants.

[119] Curvilinear Trends: Missed Opportunities in Community Research-Case of SOC

C. DIEBOLD¹, L. GENSHEIMER¹ AND T. TRUMAN¹
¹University of Missouri-Kansas City, Kansas City, MO
Seidman (1987) insightfully asserted that "our methods lag far behind our theories" (p.3) and encouraged a search for new methods. However, the dilemma is dialectic. Our theories are constrained by our methods. For example, the prevalence of linear analyses of our data leads us to linear notions about the phenomenon of interest under study. The missed opportunity for advancing theory and data-driven best practices in intervention design lies not in the availability of appropriate analytic procedures, but in their disuse, underuse, and/or misuse. A case in point is the research surrounding sense of community, which we review for possible missed opportunities. Further, we will present research based on a community sample of 885 urban residents from which significant curvilinear and interaction effects emerged, and which led us to systematically and comprehensively explore nonlinear relationships between our set of predictors and sense of community. The curvilinear nature of some of our findings may help explain the literature's inconsistent and contradictory findings from linear approaches. Moreover, we will extrapolate from our findings implications for the further development of theory, research, and practice.

[120] Ecologically Valid Program Assessment at a Community Women's Center

R. BRADLEY¹, A. HEILGENTHAL¹ AND J. JACOBSON¹
¹Southern Illinois University, Carbondale, IL
This poster presents a collaborative research project conducted with a community-based women's center providing assistance and support to female victims of interpersonal violence. The overall goal was working with the agency to develop a method for systematic evaluation of their services. The agency experienced past evaluations as an external requirement and as removed from the context-specific needs of clients and staff. This project used participatory methods via "concept mapping." Open-ended interviews with agency stakeholders were conducted to assess their perspectives on the services provided/received at the agency and their ideas about how to evaluate these services. The interview data were coded and presented to the agency stakeholders who were asked to sort the coded themes. The stakeholders' organization of the data was then analyzed to develop a "conceptual map" of the services provided by the agency. This poster presents outcome data from the project and discusses the methods used, in collaboration with the agency, to develop an ecologically valid outcome evaluation process.

[121] Challenges for Social Change: Community Psychology and the 21st Century

J. SALT¹
¹Wichita State University, Wichita, KS
As community psychology enters the 21st century, it may be useful for us to pause and examine how we approach the process of bringing about social change. The premise of this poster is that the field needs to respond to several challenges to have an optimal impact on social problems. First, the fractioning of broader social problems (e.g., risky sexual behavior) into manageable chunks (e.g., teen pregnancy, AIDs) while necessary, threatens to overwhelm the prevention and social change infrastructure, since old problems are rarely solved and new problems continue to emerge. Second, while the field takes a multi-level approach to intervention, the reality that most problems addressed by community psychologists ultimately require that individuals make appropriate choices must be addressed to maximize the impact of interventions. Third, we still struggle to "sell" the values and principles of community psychology to the public, despite the value of community psychology and its benefits for society. Several potential approaches are offered for responding to these challenges, including, expanding prevention and social change efforts by also targeting broad social norms, values, etc. which underlie a range of social problems and effectively disseminating research and ideas to the general public.

[122] Social Regularity of the Client-Worker Relationship: A Cross-level Investigation

G. SARKISIAN¹
¹University of Missouri-Kansas City, Kansas City, MO
Efforts to reduce child maltreatment have stemmed from state- and county-level Child Protective Service (CPS) agencies that utilize social service workers to investigate child abuse allegations as well as provide social service referrals to abused children and their families. Outcome studies of CPS agencies have identified characteristics of clients, programs and/or services as they relate to the duration of agency supervision but very few, if any, have been successful in measuring the complex relational qualities of the client-worker relationship or its influence on client and worker outcomes. This poster-presentation will address results from two integrated studies. The purpose of the first study was to develop a better understanding of the "social nature" of the client-worker relationship through conducting focus groups with social service workers and interviews with adult clients. The purpose of the second study is to test empirically setting-level characteristics of the client-worker relationship as they relate to individual-level intermediate outcomes. While data (N = 14) for the first study have been collected, data (N = 312) collection for the second study is

scheduled to begin in February of 2001. This presentation will emphasize substantive results from qualitative and quantitative analyses as well as implications for measuring the social regularity-outcome link in a state-run CPS organization.

Diversity Theme (POSTER PODS F - G)

[123] Predictors of Lesbian and Gay Rights Activism
N. KAILING¹ AND K. HAZEL²

¹Mimbres, NM; ²University of Alaska Fairbanks, Fairbanks, AK
This research study explored people's activism for lesbian and gay civil rights. A mail survey that guaranteed the anonymity of the participants was sent to 446 Alaskans, primarily members of Parents, Families and Friends of Lesbians and Gays (PFLAG). Each of the 253 respondents provided information on their degree of activism and four possible predictor variables: awareness of lesbian/gay issues, sense of community in a lesbian/gay supportive organization, disclosure regarding lesbian/gay relationships, and social support. We found a significant, positive correlation between each of the predictor variables and activism. People who regularly participate in lesbian/gay supportive organizations and lesbian/gay people reported higher levels of activism. Multiple regression analyses revealed differences in predictors of activism based on sexual orientation and membership in lesbian/gay supportive organizations. Implications for intervention research and action are discussed.

[125] Experienced Emotion and the Expression of Intergroup Stereotypes

B. FRANKLIN¹ AND D. MATSUMOTO¹
¹San Francisco State University, San Francisco, CA
A theoretical understanding of stereotypes and why they are hard to change asserts that strong emotions are attached to them. Studies have investigated whether stereotypes or emotions, better predict attitudes, however few have looked at the association of the two. The purpose of this study was to examine whether stereotypes and emotions toward members of various racial groups are reliably associated. Ethnically diverse college students (N=130) completed the Social Desirability Scale and a questionnaire with ten brief descriptions of fictitious successful and unsuccessful male individuals. Race (African American, Caucasian, Hispanic and Asian) was varied for each set of ten. Participants used a list of stereotypes and emotions to characterize their impressions and feelings toward the individuals described. Discriminant analysis revealed differences in both stereotypes and emotions based upon race and successfulness of the target individuals. For unsuccessful individuals, African Americans were seen as victims and Caucasians as ignorant. For successful individuals, Caucasians were seen as benevolent. Pity was felt for successful Caucasians, while resentment was felt for unsuccessful Caucasians. Results also indicated that the stereotypes and emotions obtained for the respective groups were correlated with each other. Implications of the data to intergroup conflict are discussed.

[126] Social Networks of Homeless and Housed Poor Women

S. TOOHEY¹, M. SHINN¹ AND B. WEITZMAN¹
¹New York University, New York, NY
Some studies of homeless people have found deficiencies in their social networks. Lack of a social safety net is often presumed to cause homelessness, but homelessness could also disrupt social networks, or over reliance on networks, in an effort to avoid homelessness, could cause them to fray. To untangle these relationships, we examined social networks of 251 women before and after their families entered shelters and compared them to the networks of 291 women in poor but consistently housed families. Before entering shelter, women who later became homeless were more likely than housed women to report a mother, grandmother, relative or friend and had seen them more recently. However they were less likely to report that these individuals were housing resources (lived in NYC, had room for and were willing to house the family). At time 2, most differences between groups

disappeared. A measure used only at time 2 found no differences in size of networks for the two groups but formerly homeless women reported less positive support and more constant negative interactions overall and within certain relationship categories. Homeless women also reported living further from network members, and once having lived closer. We discuss implications for theory and policy.

[127] Coping in College: A Multicultural Perspective

M. ABAD¹, R. CAMERON², L. WAGNER¹ AND E. BOROVIK¹
¹University of San Francisco, San Francisco, CA; ²University of San Francisco, San Bruno, CA
U.S. culture is becoming increasingly diverse. This ethnic diversity calls into question whether models of stress and coping developed on homogeneous populations will generalize to different cultural groups. This study examines ethnically diverse college students' coping strategies. University of San Francisco provides an excellent microcosm of diversity in which to examine cultural variables and coping skills. USF is diverse: 39% White, 23% Asian, 11% Hispanic, 10.5% international, 3.5% African-American, 13% other ethnicity. The coping literature has been criticized for privileging individualistic models that fail to examine potential costs of individualism and potential benefits of communalism. The dominant problem-focused approach is highly individualistic and involves strategies that are not available to groups with low power or high responsibility for others' well-being, and that are inappropriate for cultural groups that value group harmony and collective action. To address this bias, our study used a model that was more culture-fair. The model is based on Hobfoll and colleagues' alternate coping model that captures and values both direct Western strategies and still highly active but more indirect Eastern coping strategies. We examined students' coping styles in response to college stress. Results are discussed in light of the differing coping styles of specific ethnic groups.

[128] Human Dignity in the Lives of Families Who Are Homeless

E. SHPUNGIN¹ AND P. FOSTER-FISHMAN¹
¹Michigan State University, East Lansing, MI
This is the first study to directly examine the way that shelters, welfare agencies, and communities may deny and recognize the human dignity of families who are homeless. Human dignity, as recognized by The Universal Declaration of Human Rights, is the intrinsic human worth of all individuals, regardless of their ethnic or racial background, economic status, or other individual characteristics. In-depth semi-structured qualitative interviews with 30 mothers and 20 service providers from two homeless shelters are currently being conducted. Data collection is projected to be completed in early spring 2001. All interviews are being audiotaped for transcription and qualitative data analyses using NUDIST software. A phenomenological grounded theory approach will be utilized to examine the following factors: (a) the meaning of human dignity for mothers and providers; (b) the extent to which the human dignity of families is compromised and supported by shelters, welfare agencies, and communities; (c) specific environmental factors which contribute to the recognition and denial of the human dignity of families; (d) the relationship between these experiences and the psychological well being and adjustment of families; and (e) the factors which affect the extent to which shelter providers deliver services within a human dignity framework.

[129] Latino Parents in Parent Education: Retention and Satisfaction

S. JACOBSON¹
¹Michigan State University, East Lansing, MI
Parenting behaviors and beliefs vary according to race, ethnicity and class status. Because most parent education programs operate on parenting models designed for the white majority population, these programs may be ineffective for minority populations, which parent differently due to their cultural values, socioeconomic status (SES), and minority status. This study focuses on parent education for Latino parents and asks the following research questions: Do program content, bilingual and bicultural staff, setting of program, and perceived personalismo within programs affect the

retention and satisfaction of Latino parents in parenting programs? Which characteristics have the greatest effect? These research questions will be investigated by surveying a national sample of parent education administrators and Latino parent participants in 200 parent education programs across the nation. Program administrators will provide program characteristics and retention rates of Latino parents; parents will be asked their perception of program characteristics and their satisfaction with the program. Least squares regression analyses will be used to test the effect of each program characteristic on satisfaction and retention. The researcher will also test for interaction effects with acculturation and test the effects of other demographic characteristics.

[130]
Child Soldiers and the Psychology of Liberation in El Salvador
N. PORTILLO¹

¹Loyola University Chicago, Chicago, IL

During the 12-year armed conflict in El Salvador, serious human rights abuses were committed against different sectors of its society. Dozens of children were recruited and became child soldiers; a regular practice in war scenarios that produces long-lasting and pernicious effects on children. Immersed in the Salvadoran conflict, the late social psychologist Ignacio Martín-Baró postulated the principles of what is currently known as Psychology of Liberation. The purpose of this poster is to examine the social, physical, and psychological effects related to war-participation in a sample of 293 Salvadoran child soldiers, using the framework of Psychology of Liberation. Results indicate that most participants served as combatants (50.9%), did not receive physical or psychological therapy after the conflict (83.7%), and had difficulties finding their families (22%) and being accepted by their communities (6.5%). Specific psychological indicators (e.g., past temporal orientation) were measured using an 8-item scale and respondents rated how often they experienced each of them (1 = never; 4 = always). Findings revealed that former combatants still present psychological disturbances and that all psychological indicators were positively related. Implications associated with providing mental-health-care in situations where human rights violations occur are thoroughly discussed from the Psychology of Liberation perspective.

[131]
Understanding Critical Aspects of Young Activists
Sociopolitical Development
D. GRIFFITH¹

¹DePaul University, Chicago, IL

Sociopolitical changes and movements begin with individuals. Sociopolitical development is defined as the "psychological, cultural, and behavioral bridge between oppression and liberation," and is the product of the reflexive relationship between action and reflection. The purpose of this paper is to discuss the critical elements of sociopolitical development, through the eyes of activists. Using the Watts, et al. (under review) emerging transactional model of sociopolitical development as a foundation, this paper will explore how activists understand their own personal evolution, and how activists generally become activists. Watts et al. found that early experiences, sociopolitical awareness and insight, personal attributes, influences of events and individuals, events experienced, and participation in organizations are important in sociopolitical development. The qualitative methodology used in this study combines member validation, case study, biographical and phenomenological approaches to verify whether or not activists agree that these are the critical elements of sociopolitical development. The methodology provides an opportunity to understand sociopolitical development through the perspectives of the activist, the researcher and theorists. The goal of this research is to verify the critical elements of sociopolitical development and characteristics of activists.

[132]
Eyes on the Prize: African-American Undergraduates' Strategies for Social Change
D. GRIFFITH¹

¹DePaul University, Chicago, IL

African-American college students have historically responded to injustices, on and off campus, with a range of actions. Despite the gains we

have made as a nation, the opportunities available to African American college students on predominantly White campuses still come at a price. Throughout the last decade, there were a number of racial incidents that occurred on predominantly White college campuses nationwide. The purpose of this paper is to uncover what strategies African-American college students believe would improve the lives of African Americans both on and off of predominantly White college campuses. This research examined and attempted to predict which sociopolitical change strategies were considered effective by African-American college students. The participants in this study indicated that they would be most willing to participate in higher education and economic/entrepreneurial opportunities as a means to improve the plight of African Americans. They also endorse these methods as the most effective strategies to positively impact the African-American community. The consensus among participants was that using U.S. economic and educational systems would bring about sociopolitical change. These findings will be discussed given their implications for collective social action and social change within the African-American community.

[133]
Ethnic Differences among Homeless Adolescents
E. COHEN¹ AND P. TORO¹

¹Wayne State University, Detroit, MI

Previous research shown that there are qualitative differences between African-American (AA) and European-American (EU) homeless populations. Cohen's (1999) findings suggest that AA women were less likely to be financially stable, with fewer resources. In contrast, EA women were more likely to have experienced traumatic events in their lives. North and Smith (1994) got similar results with homeless women and men. These studies suggest that there are qualitative differences among ethnic subgroups of homeless populations. Research also suggests that there are ethnic differences among adolescents in general, including differences in social expectations, life stresses, sexual behaviors and factors leading to alcohol use and abuse. The present study attempts to explore ethnic differences among homeless adolescents in order to add to the literature related to this population as well as to provide suggestions for improving services for homeless adolescents. A random sample of 251 homeless adolescents, 118 AA and 133 EA was collected from area homeless shelters. Preliminary analysis of data showed a number of differences, suggesting that AA youth seemed to have better home lives, experienced more stressful life events, and were less likely to receive a DSM-IV diagnosis. Analysis of longitudinal data will use structural equation modeling to explore differential models of variables related to homelessness for AA and EA adolescents.

Violence Theme (POSTER PODS G - H)

[134]
Intimate Partner Violence in Lesbian Relationships
S. SMITH¹ AND L. BELCHER²

¹Georgia State University, Atlanta, GA ; ²Rollins School of Public Health, Emory University, Atlanta, GA

Partner violence among lesbians has received increased scholarly attention in the past decade. While studies reveal comparable domestic violence rates among lesbian and heterosexual couples, research on lesbian partner violence remains limited. Research has begun to identify risk factors, such as alcohol and drug use, that may serve as potential precursors to lesbian domestic violence. The current study investigated correlates of domestic violence among lesbians. We surveyed women attending a gay pride celebration about relationship issues, substance abuse, and domestic violence. Respondents provided information about behaviors they and their partner employed while handling conflict in relationships, as well as alcohol and drug use, childhood victimization, and domestic violence in their family of origin. Of 188 surveys distributed, 151 were returned. The majority of the sample were white (88%, N=133), while 10% were African-American or Hispanic/Latino. Over one quarter of respondents (26%, N=39) reported themselves to be "sometimes at risk" due to their partner's behavior, in comparison to 14% (N=20) who reported that they believed their partner was "sometimes at risk" due to the respondent's own behavior. The majority reported that they had "never" believed themselves to be at risk (70%, N=101), or their partner to be at risk (83%, N=126).

[135]
Sexual Assault and Revictimization Among Ethnically Diverse Low-Income Women
S. STAGGS¹ AND L. MARSHALL¹

¹University of North Texas, Denton, TX

Across studies, the prevalence of sexual assault has been estimated as high as 22%, with prevalence increasing as SES decreases. The ethnically diverse (Anglos, Blacks, and Chicanas) low-income community women (N = 658) in Wave 3 of Project HOW: Health Outcomes of Women reported sexual assault history. There were 331 (51.5%) sexually assaulted women. Of these, 75 (22.6%) were assaulted by a past partner or date. Remaining women were first assaulted as a child (41.3%), teen (17.5%) or adult (18.4%). In these three groups, women first assaulted as children reported the most incidents, force and revictimization. Those first assaulted as teens reported the most social network conflict and pregnancies. Women first assaulted as adults had more abortions. Considered differently, 7% were victimized once and 39.5% were revictimized. Revictimized women reported the most stress, social network conflict, abortions, unplanned pregnancies, and abuse by current partners. Surprisingly, revictimized women did not differ from single assault victims, although they differed from nonvictims. There were no interactions with ethnicity, but ethnic patterns will be reported. Differences between these results and previous research will be discussed. The high prevalence supports the view that sexual assault is a major barrier to social equality for low-income women.

[136]
Characteristics of Abusive Men: IRT Analysis & Community Treatment Implications
L. WOODS¹ AND M. WILSON¹

¹University of Virginia, Charlottesville, VA

Whereas it is vital to provide services for victims of domestic violence, it also is important to acquire a greater understanding of perpetrators in order to prevent future abuse. Classifying perpetrators by interaction style aids in understanding batterers and contributes to efficacious treatment planning. This project classifies abusive men by personal style using Item Response Theory (IRT), and compares the within-group variances produced by IRT and standard statistics. IRT provides detailed information about an individual's self-report responses and endorsement probabilities, which can be especially helpful in identifying behaviors and attitudes of domestic violence perpetrators. One hundred six men, court-mandated to a 12-week group treatment program to deter abusive behavior against their partners, completed a background interview and the Weinberger Adjustment Inventory (WAI) measuring empathy and impulse control. IRT assessment of the WAI confirmed the two clusters of men that were identified using standard statistics. Men in Group 2, the smaller of the two groups, have higher levels of empathy and impulse control than do Group 1 men. Group 2 men, however, consume more alcohol, suggesting that their abusive behavior likely occurs in the context of substance use. Community treatment prospects of the two types of men will be discussed.

[137]
Forced Sex in Intimate Relationships: An Analysis of Counseling Outcomes
A. HOWARD¹ AND S. RIGER²

¹University of Illinois at Chicago, Chicago, IL

Since 1970, the public has slowly shifted its perception of domestic violence from a "private family matter" to a public policy issue. However, forced sex or rape in intimate relationships has been largely omitted from the violence against women agenda. Estimates indicate that 10%-14% of married or cohabiting women will be raped at least once, if not repeatedly, by their partners over the course of the relationship; and that 32%-59% of battered women are also raped by partners. There are many physical and psychological consequences associated with partner rape. Yet, little is known about how these women respond to social services, or whether they require different services than battered women and other rape survivors. This research explores counseling outcomes for a sample of women who participated in counseling offered by domestic violence and sexual assault agencies. Outcomes are compared for battered and partner rape survivors, women who were battered, women raped by someone other than a partner and partner raped, and women raped by someone other than a partner. Pre-

and post-counseling self-report data were collected during a statewide evaluation of the services provided by 87 state-funded domestic violence and sexual assault programs in Illinois. Results and implications are discussed.

[138]
Silent and Silenced: Rape Victims Experiences of Disclosure
C. AHRENS¹ AND R. CAMPBELL¹

¹University of Illinois at Chicago, Chicago, IL

Previous research has suggested that many rape victims remain silent about the assault, disclosing the rape to only a limited number of people or to no-one at all. In an effort to further understand rape victims' experiences of silence, the contextual factors related to such silences, and the impact that silence has on rape victims' health and well-being, the current study uses a mixed methodology to analyze both qualitative and quantitative data on rape victims' experiences with disclosure and silence (based on interviews conducted with 102 rape survivors from a larger study on secondary victimization). Preliminary results suggest that rape victims may experience many forms of silence ranging from remaining silent for an extended period of time to feeling silenced by negative interactions with community system personnel or friends and family members. Future analyses will focus on further describing rape victims' experiences of silence, determining for whom, when, and under what circumstances various forms of silence occur, and uncovering the relationship between silence and health. Implications for both community system personnel and community-wide education programs for friends and family members will be discussed.

[139]
Violence Against Women in the Nineties: The Psychological Community Uncovered
L. SALAZAR¹ AND S. COOK¹

¹Georgia State University, Atlanta, GA

In the early 1980's when violence against women was redefined as a social issue, psychological research regarding the issue exploded. For example, for the year 1974 there were only 45 records in PsychLit pertaining to wife battering. For the 5 years from 1984 to 1989, there were over 2,000 records, and for the last decade of the millennium, there were 1154. Ostensibly, this body of research has had an impact on the issue. However, if the majority of work incorporated individualistic perspectives, one could argue that the status quo was being maintained and the psychological community was not working towards social change regarding this issue. Conversely, if the research showed that exceptionalistic perspectives were adopted, it would indicate an embodiment of community psychology perspectives and advancement toward an end to the problem. Thus, to document the accomplishments by the psychological literature pertaining to violence against women over the last 10 years, a content analysis of articles covering three bodies of literature was undertaken. A model for social change posited by Matheson was used as a framework guiding the analysis. In addition, to describe the literature, seven categories were derived: research design, purpose, level of analysis, variables, sample, type of data, and perspective taken. This poster will present the results from this analysis.

[140]
Reconceptualizing the Harm of Rape: Feminist and Cross-Cultural Considerations
S. WASCO¹

¹University of Illinois at Chicago, Chicago, IL

Community psychologists have critiqued explanations of human behavior that are too narrowly defined, individually-focused, or fail to recognize higher level influences on the diversity of human experience. I have extended such arguments to research on violence against women, where traditional psychological theory and applications have again fallen short. For decades, the study of the impact of gender-based violence has mainly comprised what can best be described as a victimology literature. Typically, this work focuses on victims: their personality attributes, demographic membership status, characteristics of their assault, and various individualized (if not pathologized) reactions to sexual violence. Through synthesis and integration of recent theoretical and empirical literature from multiple disciplines, I pose a thoughtful challenge to sexual assault

researchers, suggesting that an exclusive reliance on a trauma response framework to characterize harm done to women by rape may obscure the subjective experiences of some survivors, and oversimplify the experiences of others. Based on the literature, I identify two limitations: first, current definitions of trauma decontextualize the experience of rape; and second, diagnostic classifications (such as PTSD) are limited in their ability to characterize the comprehensive impact of rape on women. A summary of the arguments, conclusions and implications will be presented.

**[141]
Women's Fear of Rape, Precautionary Behavior Use, and Physical Competence**
M. BLISS¹

¹Georgia State University, Atlanta, GA

Although men are more frequently victims of crime, women fear crime more and fear rape most of all. Almost all women report experiencing some fear and implementing precautionary behaviors with the intention of protecting themselves from victimization, but to different degrees. This study evaluated the relations between women's fear of stranger and acquaintance rape, precautionary behavior use, and perception of physical competence. Results showed that women fear sexual assault and rape by strangers more than by acquaintances. They also believe that rape/sexual assault when committed by a stranger is more likely and more serious than when committed by an acquaintance. Although women reported that they use precautionary behaviors, their use was not related to fear or their perception of physical competence. Likewise, physical competence was not correlated with fear of stranger or acquaintance rape/sexual assault. Finally, women used more precautionary behaviors aimed to prevent acquaintance rape than stranger rape.

**[142]
Women's Perceptions of Legal Definitions of "Domestic Violence"**

K. KINNISON¹ AND S. PORTWOOD¹

¹University of Missouri-Kansas City, Kansas City, MO

The social structures (e.g., legal, familial, medical, economic, educational) that interact to construct social reality create a variety of settings in which women live their lives. Unfortunately, women experience violence in many of these settings. Likewise, women's experiences in these settings may conflict, in that the reality created within a particular setting may not match women's actual experiences. For example, women's experiences of violence may not match the perception of violence against women perpetuated by the legal system. One component of the inconsistency between the actual and legal contexts of violence against women is the extent to which women identify with labels of "victims" or identity themselves as having experienced violence. The present research will begin to explore the statutory language around "domestic violence" by investigating how a representative sample of college women perceive the experience of acts that meet legal definitions of "domestic violence." The implications of stereotypes held within the legal system for women's lives and public policy will be discussed.

**[143]
Rates of Partner Violence Before and During Pregnancy**

A. HARRIS-BRITT¹, S. MARTIN¹, Y. LI¹, K. MORACCO¹, J. CAMPBELL² AND L. KUPPER¹

¹University of North Carolina at Chapel Hill, Chapel Hill, NC; ²Johns Hopkins University, Baltimore, MD

Research conducted over the past two decades has demonstrated that many women, including those who are pregnant, have been victims of physical abuse perpetrated by intimate partners. Furthermore, there is some evidence that violence may become more severe in nature or more frequent during pregnancy, as compared to violence at other times. This study focuses on a target group of thirty-five women who "screened positive" for partner physical abuse during pregnancy during a prenatal care visit, and a comparison group of 30 women who "screened negative" for partner physical abuse. Women were interviewed when they were approximately 6 months pregnant, about intimate partner violence that occurred before and during pregnancy, using the Conflict Tactics Scales 2 (CTS2). Analyses

revealed that rates of all types of abuse were greater for the target group in relation to rates for the comparison group. Furthermore, for both groups, increases in the rates of violence were found during pregnancy relative to the year before pregnancy. Implications of these findings are discussed in terms of improving prevention and intervention programs focusing on intimate partner violence.

**[144]
Domestic Violence Coordinating Councils: The Need for a Climate of Inclusion**

N. ALLEN¹, C. GOEDERT-GASPER¹, S. LEIPHART¹, S. MULLALLY¹, P. PEREZ¹ AND C. REFUERZO¹

¹Michigan State University, East Lansing, MI

Domestic Violence Coordinating Councils (DVCC) are being formed to encourage collaboration across the many systems (e.g., criminal justice, human service) involved in creating a 'Coordinated Community Response' to domestic violence. These councils provide a forum for stakeholders from each system to engage in joint action to increase women's safety and batterer accountability. However, to date, we know little about how these councils operate and what facilitates their collaborative work. Given the history of power disparities and conflict that has characterized the domestic violence movement, it seems critical that these forums create a climate that fosters the equitable participation of all members. This study of 43 DVCC's in one state examines the degree to which: 1) creating a climate of inclusion (characterized by shared power in decision-making, effective conflict resolution strategies, survivor involvement, and supportive leadership) influences council effectiveness and 2) the goals, activities and accomplishments of these councils are consistent with efforts to increase women's safety and batterer accountability. The findings from this study and their implications for the development and support of DVCC's will be presented.

Adjustment Theme (POSTER PODS H - J)

**[145]
Social Support and Computer Use Among Caregivers**

C. COURTENAY-QUIRK¹ AND J. EMSHOFF¹

¹Georgia State University, Atlanta, GA

Caregivers seek and receive support from a variety of sources in their social environment. The present study tested the relation between aspects of the caregiving situation and levels of caregiver burden and burnout, and the effect of social support on this relation. Computer use was predicted to contribute to social support and to levels of burden and burnout. Results will be discussed in terms of recent literature and emerging theory in this area.

**[146]
Stress and Social Support on Quality of Life among Cancer Survivors**

B. MATTHEWS¹, K. STEIN¹, A. SAMUELS¹ AND R. SPILLERS¹

¹American Cancer Society Behavioral Research Center, Atlanta, GA

This study examined the possible effects of social support in reducing the stress and strain related to surviving a major illness. Cancer survivors (N = 135) residing in a small town located in the southeastern U.S. were invited to complete questionnaires during a breakfast for survivors and their caregivers. Pearlin's stress subscales were used to assess strain including feelings of being overloaded, deprivation of goals and activities, family conflict, and role captivity. Baker's Relational Support Scale was used as a measure of social support in terms of connectedness to other people. Ferrell's Quality of Life tool, developed specifically to measure health-related quality of life (HQOL) as experienced by cancer survivors, was used to assess four major dimensions of HQOL: physical, psychological, social, and spiritual. Analysis revealed that social support partially mediated the relationship between stress and total HQOL. Further, when total HQOL was disaggregated into domains, the beta for stress dropped significantly on the domain of spiritual well-being when social support was added to the model. Results suggest that cancer survivors with less social support experience more stress and strain that ultimately reduces their overall quality of life. However, the greatest effect is a loss of hopefulness, positivity, certainty

about the future, and general spirituality thought to be important for long-term quality survival of cancer.

**[147]
Erosion of Social Support in Coping with Relationship Hostility**
M. SANTILLI¹ AND K. KANIASTY²

¹Alternative Community Resource Program, Johnstown, PA; ²Indiana University of Pennsylvania, Indiana, PA

Relationship conflict, partner hostility and violence represent a serious public health problem. One mechanism potentially explaining how relationship hostility influences psychological distress is loss of social support resources available to women coping with conflicted relationships. Women in hostile relationships may become isolated from their social networks at a time when such support is most needed. This research examined the mediating role of social support deterioration in the context of relationship conflict and hostility. Frequency of partner's hostile behaviors experienced, levels of perceived social support from different sources, and levels of distress were assessed (via mail survey) in two samples of women: professionals employed at a university (N = 139) and junior/senior undergraduate students (N = 98). Multiple regression analyses indicated that all necessary conditions for testing mediation were met: conflict induced loss of social support had an impact on women's well-being. Our findings are important because in the present samples the levels of experienced hostility were relatively low, hence most likely representing a wide range of "routine" hostilities typically exchanged in relationships. Practitioners working with people in conflicted and hostile relationships should recognize that these stressors lead to erosion of much needed support in times of such upheavals.

**[148]
Affects of Coping for Low Socioeconomic Status Women During Pregnancy**

L. HAMILTON¹ AND S. HOBFOLL¹

¹Kent State University, Kent, OH

Prior studies have found that the way women adapt to pregnancy depends in part on their coping resources. This research is limited because it has not examined coping in low socioeconomic status pregnant women who tend to have fewer coping resources. However, these women often report high levels of religiosity and given the threat of high-risk pregnancy to mothers and their hope for a healthy baby, they may turn to religious coping as a resource to aid their psychological adaption. Health - stressed populations tend to use one of three religious coping styles: collaborative coping, self-directed coping and deferring coping. Consistent with previous research, the hypotheses were: (1) collaborative religious coping will be associated with less depression, (2) self-directed and deferring religious will be associated with more depression, (3) religious coping will be more predictive of depression under high stress. The hypotheses were tested on a sample of 87 women recruited from a low socioeconomic status high-risk medical clinic. Hierarchical regression analyses revealed that a high number of pregnancy symptoms influences the way religious coping predicts depression. Pregnancy symptoms significantly (p = .05) affected the way religious coping predicted depression, adding 9 % variance. The implications of these results for the psychological care of minority and low SES women at risk for poor pregnancy outcomes will be discussed.

**[149]
Community Stress, Social Support and Distress in Poland and Mexico**

K. KANIASTY¹ AND F. NORRIS²

¹Indiana University of Pennsylvania, Indiana, PA; ²Georgia State University, Atlanta, GA

In contrast to the wealth of data concerning disasters in the United States, there is little information about the psychological effects of disasters in other parts of the world. This research examined a cross-cultural applicability of a theoretical framework labeled "the social support deterioration deterrence model" that attempts to describe the complexities of social support exchanges in the aftermath of community stress. Most often natural disasters elicit an immediate outpouring of extensive mutual helping. However, the very same events, in the long-run, diminish perceptions of

social support because they disrupt various vital functions of social networks, which may inevitably contribute to poorer physical and mental health. Two disastrous events were studied in two distinctively different cultures/countries: Poland (a flood, N=303) and Mexico (a hurricane, N=200). LISREL analyses provided strong evidence for a generalizability of our theoretical model that explains how postdisaster mobilization of received support counteracts the deterioration in expectations of social support often experienced by victims of community-wide stressors. This research contributes to the general theory of community stress and social support as it addressed the comparability of, and differences in, the meaning of stress and social support constructs among people from different cultural backgrounds.

**[150]
Natural Disasters and Depression: A Multi-Community Analysis**

D. DIAZ¹, C. BYRNE¹, N. KHATCHIKIAN¹ AND F. NORRIS¹

¹Georgia State University, Atlanta, GA

This poster will present data collected from randomly selected samples of adults from four communities in Mexico. Two of the communities (Guadalajara, n=713; Oaxaca, n=576) provided normative data, and two (Teziutlan, n=205; Villahermosa, n=461) had experienced a major disaster (flooding and/or landslides) six months prior to the interviews. Although caused by the same tropical weather system, the disasters were experienced very differently in the two communities. Teziutlan experienced extensive loss of life and severe community disruption, as survivors across several collapsed hills were relocated into a new community built for the survivors. Six month prevalence and incidence rates for major depressive disorder (MDD) provide one measure of the severity of the effects of this drastic change in community life. Whereas predisaster rates of MDD did not differ across the four cities, past six month prevalence rates differed strongly. The rate in Teziutlan (15%) was more than twice the rates observed in the other three cities (7.1%, 5.5%, 6.1%), which did not differ from one another. In addition to describing these community-wide effects, the specific effects of different stressors (e.g., loss of a loved one, loss of housing, threat to life) on postdisaster depression will be explored.

**[151]
A Friend in Need: Examining Adolescent Mothers' Peer Relationships**

A. DAVIS¹, J. MOORE¹, K. BATTERSBY¹ AND D. PIRTLE²

¹Rhodes College, Memphis, TN; ²Mississippi Boulevard Christian Academy, Memphis, TN

Developmental literature strongly suggests that peer support during adolescence is crucial to healthy identity formation. Prior research on adolescent mothers, however, has primarily focused on their families as a source of social support. The limited body of research on relationships between adolescent mothers and their peers does suggest peer support may also be crucial in the development of adolescent mothers. Even in these few studies, however, the research tends not to look separately at male and female peer support. The purpose of this study is to explore whether male and female peer support emerge as significant predictors of variables such as lower levels of depression and parenting stress after accounting for support from the adolescent's mother. Participants are adolescent mothers (age range = 13-19; mean age = 16) in a home-visitation program in a southeastern city. Currently, 65 interviews have been completed, but interviews are on-going.

**[152]
Correlates of Posttraumatic Growth**
S. SMITH¹

¹Georgia State University, Atlanta, GA

Persons experiencing trauma have reported beneficial outcomes such as changes in the self, a changed sense of relationship with others, and a changed philosophy of life. In the literature, such outcomes are known as "posttraumatic growth," "stress-related growth," and "perceived benefits." The occurrence of "posttraumatic growth" was investigated among 200 adults (22 years and older) who experienced traumatic and/or highly stressful situations within the past 4 years. The sample is comprised of

undergraduates enrolled in a large, urban university and members of a superior court jury pool. The study examined correlates of posttraumatic growth that include positive and negative religious coping patterns, world assumptions, received social support, PTSD, and history of trauma. To test the validity of the growth construct, participants were randomly assigned to 2 groups: Group 1, in which participants responded to a growth measure that was linked to a personal stressful event, and Group 2 in which the growth measure was not linked to any particular event. Data collection has not yet been completed, so results are not available at this time. The study will be complete by May 2001.

**[153]
Impact of Perceived Childhood Abuse on Native American Women**

R. SCHURG¹ AND S. HOBFOLE¹

¹Kent State University, Kent, OH

Little is known about the mental health of Native American women. Community psychology has historically allowed for a focus on underrepresented populations. Women who experience childhood abuse are at risk for a variety of psychosocial difficulties that persist into adulthood. Rates of abuse are known to be higher among low income populations. Depression is a symptom commonly reported among adult survivors of abuse yet less is known about the impact of abuse on the undermining of important resources, such as mastery. The current study examined the impact of perceived abuse history of 160 Native American adult women's depressive symptomatology and sense of mastery. Women were recruited from community centers and filled out questionnaires. Results indicated that high levels of abuse were reported among these women. Results further indicated that childhood physical/emotional abuse was predictive of greater depressive symptomatology and lower levels of self-mastery. Sexual abuse did not independently predict depressive symptoms or mastery. Implications for interventions are discussed.

**[154]
The Long-Term Impact of Parental Divorce and Parental Death**

J. SHORT¹

¹George Mason University, Fairfax, VA

This study compared 67 college students who experienced parental divorce between the ages of 8 and 18 with 56 students who experienced parental death at the same ages, and 87 students whose parents have been continuously married. All participants were currently ages 18 to 28. Adult offspring of divorced parents reported significantly more current anxiety and depression than the two other comparison groups. Reports of divorce-related and death-related stressful events and avoidant coping were positively related to both groups' reports of anxiety and depression. Reports of secure attachment to mothers prior to divorce and fathers prior to their deaths, and current family support and cohesion were negatively related to reports of anxiety and depression. The results suggest that supportive family relations before, and after, parental divorce or parental death can be useful targets for preventive interventions.

**[155]
Natural Disasters and Social Support in Mexico: A Gender Analysis**

C. BAKER¹, C. BUCK¹, E. DIAZ¹ AND A. MURPHY²

¹Georgia State University, Atlanta, GA

Studies have suggested that disaster victims receive more help than nonvictims, and that high exposure victims receive more support than low-exposure victims. This is consistent with the rule of relative need. That is, those who need more support will receive more support. In addition, women tend to receive more help than men. However, these conclusions were formed on the basis of data from developed, high-resource countries. Little is known about how social support is mobilized following disasters in developing countries, such as Mexico. Given that past research shows that perceived social support reduces the adverse effects of disasters, this study examines the role of received social support in disaster recovery for men and women in Mexico. A multi-stage probability sampling design was used to draw two samples of adults representative of Tezuitlan (N = 205) and Villahermosa (N = 461). Residents experienced extensive flooding and

mudslides. Many suffered property damage, personal injury, loss of loved ones, and psychological distress. Despite the fact that both sexes reported similar levels of stress, only men received higher than normative levels of social support. For men, support increased as severity of exposure increased, but the same was not true for women. These findings indicate that post-disaster interventions in Mexico must target those most at-risk - women.

**[156]
Choosing a Birth Site: Women's Decision Making During Pregnancy**

H. DAVIDSON¹, A. BALDWIN¹ AND D. CORDRAY¹

¹Vanderbilt University, Nashville, TN

A woman's freedom to make decisions about her care during pregnancy is a vital human right that impacts her own well-being and that of her future child. The full realization of this right hinges on whether a woman is exposed to and educated about all possible choices. Societal norms often limit the information available to women making decisions about pregnancy care. The majority of people view normal labor environment in a hospital with technological interventions. However, women may also choose to give birth outside the hospital and work with a midwife. Advocates of midwifery care suggest that these women are healthier both psychologically and physically. In order to evaluate these claims and to explore ways of effectively expanding women's access to birthing alternatives, we must assess the variety of motivations and goals affecting women's choices. Research on medical decision-making suggests that choosing alternative types of care may rely on different sources of information and involve a more complex decision-making process. 250 women were surveyed at a hospital obstetrical clinic and a community-based freestanding birth center. Results reflect the relationship between birth site and decision-making factors such as attitude towards technological intervention, opinions from family and friends, and concern for safety.

Policy Theme (POSTER PODS J - K)

**[157]
Effective System Change in a School Environment**

M. PARKS¹ AND S. MCMAHON²

¹Data Driven Decisions, Inc., Berkeley, CA ; ²DePaul University, Chicago, IL

This paper examines a three-year arts-based teacher training program designed to improve reading skills in three elementary schools. A primary goal of the program was to build school staff capacity to continue with program efforts after the community organization's involvement (and the external funding) ended. A participative evaluation process helped facilitate accomplishment of this goal. Data revealed varied program success, and identified key facilitators and barriers to program success. In the successful schools, teacher participation in the program was high and teachers began to change the way they worked together and taught students. Successful schools had active involvement (not just buy-in) from the school principal. The least successful school was in a state of crisis and had significant external demands from the district that prevented meaningful participation in the program. Emphasizing utilization-focused evaluation methods, the researchers helped facilitate school-wide change through regular feedback meetings with the schools and the outside agency. During these meetings, the schools made plans to continue the program on their own. The schools have since institutionalized the program. For example, previously trained teachers train new teachers in the curriculum. Implications for school-based evaluation and intervention are discussed.

**[158]
Improving Utilization of Best Practice Ideas**

P. FOSTER-FISHMAN¹, E. YANG¹ AND C. MAYNARD²

¹Michigan State University, East Lansing, MI; ²Center for Advancing Community Health, Okemos, MI

Information is required to improve health. The increasing availability of health-related "best practice" information in today's environment has potential benefit to community health agencies working to promote health and improve quality of life in the communities they serve. Regrettably,

many community agencies in the health care arena are not always effective at identifying and accessing best practice knowledge. "Best practice" information can improve community health only if users are aware of its availability and can access it in a timely and effective manner. This session will present findings from a collaborative research project involved Michigan State University, the Center for Advancing Community Health, as well as partners representing community health agencies in the nonprofit sector. A qualitative study examined how successful community health nonprofit organizations utilize best practice information. The study investigated how these organizations seek out and use information that can improve their capacity and ability to serve their communities in the most effective manner. We will present information about organizational structures and procedures that assist in successfully identifying, evaluating, adopting and implementing information related to improving community health.

**[159]
Assessing Community Health Needs: A Venue for Community Psychologists**

M. GOLDSTEIN¹, A. CASEY¹, E. GALAT¹ AND K. SANDERS¹

¹Central Connecticut State University, New Britain, CT

As part of a national effort to improve health (Office of Disease Prevention and Health Promotion, 2000), local public health organizations are encouraged to conduct needs assessments to identify community health concerns. Assisting local health departments conduct such assessments provides a venue for community psychologists to work in the community and inculcate community psychology values into this process. This poster describes a collaborative health needs assessment process instituted in four communities in Connecticut. Data were collected from a variety of public health, demographic and social indicator databases, hospital discharge records, and mail surveys to identify patterns of health service usage and unmet service needs. Data sources and sample instruments will be available.

**[160]
Collaborative Divorce Project: Dispute Resolution for Families with Children**

T. WILLIAMS¹, G. INSABELLA¹, J. SHEPARD¹ AND M. PRUETT¹

¹Yale University, New Haven, CT

The Collaborative Divorce Project (CDP) is a joint effort among faculty at Yale University School of Medicine, members of the Connecticut judiciary and Bar, and the Family Services Unit (FSU) of the Superior Court. The project is designed as an intervention for families whose youngest children are six years or younger. The goal of the project is to offer a model continuum of effective and cost-efficient co-parenting services to divorcing families, and to test the effectiveness of the program. We will describe recruitment procedures and program intervention strategies, which include: an interdisciplinary advisory group, an orientation to the legal system, small-group parent education, development of parenting plans, therapeutic mediation for high conflict couples, and a 15-month follow-up to determine the family's progress. Utilizing baseline data from 80 intervention and 80 comparison group families, we will present preliminary information about the project's effectiveness at reducing economic costs of divorce, the length of time to effect a divorce or parenting agreement, and number and types of motions filed. We also will present data about the project's effectiveness in minimizing parental conflict, promoting paternal involvement, and maximizing children's behavioral and social-emotional adjustment in relation to the comparison group.

**[161]
Welfare Reform and Well-Being: Results from the 1997 NSAF**

C. LESENE¹

¹Georgia State University, Atlanta, GA

The 1990s saw efforts to reduce aid to individuals in poverty through significant reform of the welfare system. These reforms have reduced welfare rolls across the nation and changed the face of public assistance programs. Consequently, the Urban Institute sponsored the National Survey of America's Families (NSAF). NSAF was conducted in 1997 and the survey was recently repeated (1999). 1997 NSAF methods include RDD (n=42,973 families) and in-person surveys of families without phones

(n=1,488); it provides a nationally-representative sample examining household characteristics and adult & child well-being. Whether new welfare policies are related to the well-being of recipients is a critical question. Using the 1997 NSAF, relationships between the well-being of those in poverty and the nature of state social supports can be described. This poster will explore whether new welfare policies in states that provide above average benefits will be positively related to adult well-being. The well-being construct for this analysis consists of indicators for the following: economic stability, health care access, housing benefits, food stamp benefits, work/training programs, and child care benefits. Describing the impact of welfare reform initiatives on needy families using a population-based survey provides a unique perspective on policy and its implications for families in poverty.

**[162]
Collaborative Partnerships: Evaluation, Research, and Service in School Settings**

K. GODDARD¹ AND K. KURLAKOWSKY¹

¹University of Illinois at Urbana-Champaign, Champaign, IL

The process of evaluation is frequently seen as an operation where practitioners must be completely detached from the system they are evaluating in order to maintain objectivity. The current project refutes that understanding and offers a novel, collaborative model of evaluation in an alternative school for children experiencing behavioral and emotional difficulties. By working with school personnel and administration and spending time in the school environment, we have been able to embark on an evaluation based on the needs and requests of both the researchers and the school. Both University graduate and undergraduate students are actively assisting the school in finding and acting on opportunities to improve their services while simultaneously addressing research interests. Undergraduate interns act as teachers' aides or collect behavioral data in classrooms. Graduate students supervise the undergraduate interns, provide direct service to the school, participate in the evaluation component, and work on existing and emerging research interests. The evaluation itself combines both quantitative and qualitative data from all students, families, instructors and social service staff in an effort to represent the complex experiences and histories confronting these special students. This poster will frame the process through which this evaluation was conceived and its current status as a model for future partnerships between University and community institutions.

**[163]
Implementation Complexities of Mentoring in Preventive Interventions for Youth**

J. FINKEL¹, S. NANDA¹, C. DIEBOLD¹ AND L. GENSHEIMER¹

¹University of Missouri-Kansas City, Kansas City, MO

Mentoring is a widely used prevention strategy for combating risk factors and promoting protective factors in urban youth. However, despite the proliferation of mentoring programs, little evaluation research, particularly process evaluations have been conducted on these initiatives. Furthermore, findings of outcome studies have been inconsistent. These inconsistencies may be related to implementation problems. Implementation attentiveness is critical to the success or failure of preventive interventions. General implementation barriers such as planning problems and insufficient resources are relevant to mentoring initiatives. Mentoring initiatives also may struggle with additional challenges (e.g., mentor recruitment, training, support and monitoring). This paper discusses implementation challenges of mentoring initiatives, informed by findings of a process evaluation of a multi-component school based preventive intervention of an inner city charter middle school serving students facing multiple risk factors. Process data were collected through monthly activity reports, field observations, and exit interviews with mentors and mentees. Findings illustrate the complexities of mentoring as a preventive intervention strategy and recommendations are offered on program development, mentor recruitment, training, and ongoing support.

[164]

Public Policy and Healthcare Conversions: New Billions for Community ResearchC. CORBETT¹¹Albany, NY

The U.S. relies on nonprofits to deliver services by hospitals, health plans, and HMOs. Recently, many nonprofits have converted to for-profit status, an important public policy concern because substantial public assets have accumulated to nonprofits due to preferential tax and public policy treatment. Communities must insist that these assets be preserved for public purposes. According to the Health Policy Tracking Service of the National Conference of State Legislatures, bills covering conversions of hospitals, health plans, and HMOs were introduced in 34 states and legislation governing conversions was enacted in 16 states and the District of Columbia (BNA, 1998). If the foundations created by those conversions (with estimated total value of \$16 billion, Lipman, 2000) pay out 5% of their assets each year, as required by the IRS, they would contribute \$750 million annually, compared to \$1.9 billion from all foundations for health and health related programs (Williams & Brelvi, 2000). The Empire Blue Cross Blue Shield conversion is under review in N.Y. This research will examine various public policy issues around nonprofit conversion and the public interest implications of various bills. The research will compare pending proposals, with attention to the public interest implications of the various proposals and identify roles for community psychologists.

[165]

Opportunities in ManufacturingD. MACLAREN¹¹Loyola University Chicago, Chicago, IL

The purpose of this research is to raise the question of how to effectively address the dual challenge of meeting the needs of companies that produce wealth that fuels economic prosperity and making sure all the citizens of this country have the opportunity to contribute to and benefit from that prosperity. Furthermore, these challenges are addressed in the context of Chicago, a city and region that is rooted in a manufacturing environment that is re-inventing itself in a higher technological world and is struggling to find enough skilled workers to keep them competitive in this new economy.

FRIDAY JUNE 8**7:30-8:30AM Student Center Reception Hall
Continental Breakfast****FRI 8:30-10:15AM Ballroom****Opening Plenary with Jane Fonda**

James Emshoff and John Peterson, Co-chairs

Social Change in the 20th Century

a video produced by the GSU Community Psychology Program

Welcome from the Planning Committee

Welcome from the University, Carl Patton, Ph.D.

Welcome from the City of Atlanta

*Achieving Human Rights for Women and Girls in the 21st Century:
Challenges in Education and Reproductive Health*, Jane Fonda

FRI 10:30-11:45AM Lanier

[166]

Interpersonal Empowerment: Integration and SynthesisM. BORG¹, M. DALLA¹ AND R. HAMPTON¹¹Interpersonal Empowerment Institute, New York, NY

The focus of this innovative session will be on highlighting a novel approach to widescale community intervention. The intersection of community empowerment and Interpersonal psychoanalytic theory and technique will be discussed in preparation for an in vivo experience of how such a model works in community settings. Examples will be given from previous interventions conducted within disenfranchised community settings (e.g. South Central, Los Angeles; New York; Natal Zulu, South Africa). Although didactic information regarding the history and development of the Interpersonal Empowerment model will be given, the session will be conducted as an interactive experience whereby audience members learn about the model from an experiential perspective in which they are encouraged to be "participant-observers" in the learning process.

FRI 10:30-11:45AM Capital

[167]

Low-Income Families Demographic & Psychosocial Correlates of Familial Well-BeingM. WILSON¹, T. ARMSTEAD¹, G. HIJAWI¹, A. CHAMBERS¹, T. LEE¹
AND L. TRIVITS¹¹University of Virginia, Charlottesville, VA

The purpose of this roundtable is to initiate and encourage discussion about various issues related to low-income families and how these issues are related to child outcomes. Interest in such a discussion was sparked by data from the Fragile Families Project, a longitudinal study that examines a multitude of factors relevant to a population of low-income parents. Of particular interest are resources available to low-income fathers and how the availability of different resources relate to fathers' involvement in their children lives. Resources expected to have an impact on men's fathering attitudes and behaviors include familial, social, and neighborhood support provided to the father, the father's psychological and physical health, and the nature and quality of the father's relationship with the mother. Our discussion will also include a consideration of these issues are relevant to

low-income mothers and their children. An important component of this discussion is that it will address all these topics simultaneously in an effort to identify links and commonalities across issues. Establishing such links will hopefully foster an integration of the literature on mothers and fathers that has often been lacking in the past.

FRI 10:30-11:45AM Golden Key

[173]

Reclaiming the Dream: Training and Social Change in Latino CommunitiesE. LUGO¹, M. SANCHEZ-CESAREO¹ AND G. HARPER²¹DePaul University, Chicago, IL

As demographics in the United States shift toward a more multi-cultural society, it is imperative for community psychologists to reflect upon our contributions to the enhancement of well-being and social change within the Latino community. Latinos are the fastest growing minority in the U.S., however they are underrepresented in our literature. To address this we must improve our cross-cultural training, theoretical approaches, curricular development, internships, field placements, and continuing education. By integrating student and faculty perspectives, this symposium will discuss ways by which to enhance theory, practice, and training that will lead to an improvement of research and services for this population.

[174]

Achieving Culturally Sensitive Training with Latino StudentsE. LUGO¹¹DePaul University, Chicago, IL

It has been 35 years since Swampscott where the goals for our discipline were established. Although we have made strides in enhancing well-being and effecting social change within some populations, there are still groups that remain silent in our literature and research agendas. Latino-Americans are one such group, who in spite of being one of the largest minority groups, remain underrepresented in our graduate programs, curriculums, and literature. The purpose of this presentation is to provide information about the cultural and historical factors that differentiate Latinos. I will provide an overview of three main Latino groups: Mexicans, Puerto Ricans, and Cubans. Also, provide information about Central and South Americans. An understanding of these differences will aid community psychologists in increasing their understanding of the diversity within this population and the complexities of the social problems that they face. Furthermore, I will analyze, from a student perspective, the effectiveness of programs in training students, specifically Latinos, to deal with these diverse social problems. Finally, discuss how training programs can teach new skills by which psychologists can truly become social change agents within this community taking into consideration the suggestions of students in graduate programs from across the nation.

[175]

Integrating Latin American and US Models of Training & PracticeM. SANCHEZ-CESAREO¹¹DePaul University, Chicago, IL

Several researchers have written articles comparing and contrasting the Latin American and United States models for Community Psychology. As collaborations between community psychology training programs in Latin America and the United States continue to evolve, a new cohort of community psychologists has emerged - professionals who are able to integrate both traditions. This presentation will focus on the development of new model for community action and intervention developed by a Latina trained in both the Latin American and United States models. This model strives to address the needs of Latino/a populations living in the United States context, but with strong roots and deep understanding of the Latin American experience.

[176]
Cross-Cultural Mentoring of Latino Students

G. HARPER¹
¹DePaul University, Chicago, IL

The discipline of community psychology has always advocated for groups that suffer from societal discrimination and has had a strong focus on addressing issues of diversity. One issue that has not received much attention, though, is the training and mentoring of students who are members of various groups with which we work, especially Latino students. In this presentation I will discuss my experiences as an European-American community psychologist who mentors Latino students. After offering an overview of the multiple roles of mentors (supplemented with data from a national mentoring study), I will share my philosophy and experiences of conducting culturally sensitive mentoring and offer recommendations to mentors who are working with Latino students. The focus of this presentation will be on the issue of cross-cultural mentoring, and will explore ways that mentors can become more educated about their students' cultural heritage and traditions by attending community-based cultural events/activities, visiting students' countries/communities of origin, and listening to life histories of students and community members. Suggestions will be offered for ways in which community psychology training programs can assist faculty in becoming more effective mentors for Latino students such as providing continuing education courses. The benefits to Latino students and to the field of community psychology will be highlighted.

FRI 10:30-11:45AM UL302

[168]
Community Psychology's Role in the CDC's Response to HIV

R. WOLITSKI¹
¹Centers for Disease Control & Prevention, Atlanta, GA

This symposium highlights how the theories, values, and methods of community psychology are reflected in HIV prevention research conducted by the Behavioral Intervention Research Branch of the Centers for Disease Control & Prevention (CDC). The presentations will describe efforts to recognize the behavioral ecology of risk, involve community members in the design and implementation of behavioral interventions, build capacity at the local level, and identify effective community-based programs. The critical role of formative research in intervention development will be examined. Future directions, including the design and evaluation of structural interventions that promote and sustain behavior change, will also be discussed.

[169]
HIV Prevention in the Community: Reputationally Strong Programs' Characteristics

A. EKE¹
¹Centers for Disease Control & Prevention, Atlanta, GA

Despite the widely recognized role of community-based organizations (CBOs) in HIV prevention, few studies have focused on understanding programmatic and organizational characteristics of their efforts. The Centers for Disease Control & Prevention initiated the Characteristics of Reputationally Strong Programs (C-RSP) project in 1997 to learn from the experiences of frontline HIV prevention providers whose programs are highly regarded. The project goal was to determine common features of the programs that could be widely applied to improve HIV prevention programs and research. The project used peer nominations to select and profile 18 strong community-based HIV prevention programs. In-depth interviews were conducted with program staff, clients, and community partners during on-site visits to determine common characteristics. Additional data were obtained through reviewing background documents and observing program activities. Results indicated that the programs share several characteristics including clearly defined intervention objectives and multimodal strategies. Organizational characteristics, including agency support and staff commitment, played significant roles in the success of reputationally strong programs. These findings can benefit CBOs in developing and implementing strategies for enhancing their HIV prevention programs. The findings also have implications for collaboration between

providers and researchers in developing and implementing effective and sustainable HIV prevention programs.

[170]
Behavioral Intervention Research to Prevent HIV Transmission

R. WOLITSKI¹
¹Centers for Disease Control & Prevention, Atlanta, GA

Community psychology has had a clear influence on the efforts of Behavioral Intervention Research Branch (BIRB) to develop and evaluate behavioral interventions that reduce HIV transmission in vulnerable populations. BIRB has a long-standing tradition of conducting research in active collaboration with community-based investigators, including a strong commitment to community involvement in the design and implementation of intervention activities. Formative research that defines the community, identifies stakeholders, and characterizes the ecological context within which risk behaviors occur is a critical feature of studies supported by BIRB. Intervention efforts include individual-level activities that support the development of risk reduction skills and sexual decision making as well as community-level efforts to improve the capacity of community-based organizations to implement science-based prevention programs. Specific examples from BIRB's on-going research with young men who have sex with men, persons living with HIV, and incarcerated men who are returning to the community will be used to illustrate the influence of community psychology. Efforts to overcome barriers to the dissemination of research findings and technology transfer of effective interventions to community-based providers will also be discussed.

[171]
Community-Level Interventions to Address Structural Barriers to HIV Prevention

E. SUMARTOJO¹
¹Centers for Disease Control & Prevention, Atlanta, GA

HIV prevention behavior is strongly affected by aspects of the social and structural environment as well as by characteristics of persons who are at risk for infection. HIV-related structural factors are defined as barriers to, or facilitators of, a person's HIV prevention behaviors. They directly or indirectly affect a person's ability to avoid exposure to HIV but may not be under a person's direct control. Research has identified a small number of structural interventions to increase HIV prevention in the US and internationally, and their promise has also been shown in studies of interventions to prevent disease or promote public health in areas other than HIV. Community-level interventions have tended to affect individual behaviors through the broad dissemination of prevention information and the use of social and normative processes to motivate individual behavior change. I will propose that future efforts will combine structural and community approaches to prevention in an era of increasing behavioral risk and increasing marginalization of at-risk populations. I will describe community structures, such as health care, education, housing, the media, and faith organizations to show how interventions at this level can increase HIV prevention.

[172]
Prevention Implications of HIV Risk Behavior in Bathhouses

R. JENKINS¹, D. SCHWARTZ², J. CAREY¹, A. BROWN⁴, T. BINGHAM⁴, G. SECURA¹ AND D. COBB²

¹Centers for Disease Control & Prevention, Atlanta, GA; ²TRW, Inc., Atlanta, GA; ³Los Angeles County Dept. of Health, Los Angeles, CA
 HIV prevention efforts are increasingly directed toward settings where HIV risk behaviors occur. In recent years, bathhouses and similar venues have begun sponsoring HIV prevention activities, including counseling and testing. Our team worked with two Los Angeles bathhouses to investigate behavioral norms and practices, using semi-structured interviews with customers (n = 22) and other informants knowledgeable about these settings (n = 18; e.g., staff at different levels in the bathhouses, counselors affiliated with community agencies working in bathhouses). Data were collected to inform development of an epidemiological study that would include HIV counseling and testing. Data were coded and analyzed with CDC EZ-Text software. Additional data are being collected regarding sociodemographic characteristics of bathhouse customers and temporal

patterns of bathhouse visits. Preliminary findings suggest that customers and staff perceive a high level of HIV-seropositivity among bathhouse clientele, that negotiation of condom use occurs through ritualized, non-verbal communication, and that condom use remains inconsistent among many patrons, despite recognition of HIV risk and the availability of condoms in the bathhouses. Respondents suggested methods to publicize the proposed counseling and testing activities and integrate them into normal bathhouse visits.

FRI 10:30AM-12:00PM Sinclair

[177]
Social Capital & Community Psychology: Interdisciplinary/International Approaches

J. HUGHEY¹
¹University of Missouri-Kansas City, Kansas City, MO

Symposium includes participants from several disciplines who address an issue widely discussed as a necessary ingredient of social change -- social capital (SC). Our symposium continues the relationship between SCRA and the Community Development Society (CDS) that began about three years ago and continued at this year's CDS meeting in Canaca. Our symposium includes three community psychologists and SC scholars from the CDS who study SC in Central America, and the Republic of Georgia. The Biennial will also benefit from participation of an institutional economist and a senior official in the World Bank's efforts to promote development of social capital.

[178]
The Role of Social Capital in Comprehensive Community Development Initiatives

S. SAEGERT¹
¹City University of New York, New York, NY

For the purposes of this presentation, social capital will be discussed at three levels: Bonding (the ties among members of disadvantaged communities); Bridging (relationships of trust and cooperation that connect dissimilar individuals and groups) and Institutional (relationships of trust and cooperation that do not depend on actual face to face relationships but rather connections of individuals to institutions and relationships among institutions). It will be argued that comprehensive community initiatives work best when they support the development and use of social capital at all three levels to leverage other investments. Issues to be discussed include the size of target populations; dynamics of local geography, land uses, and housing markets; the mission and mode of operating of the lead agency; relationships among local and non-local organizations and institutions; and relationships between emerging leaders and organizations and the lead agency. Examples will be drawn from an ongoing evaluation of the Neighborhood Partners' Initiative funded by the Edna McConnell Clark Foundation and implemented in five sites in Harlem and the South Bronx.

[179]
Public Administration, Community Development, & Social Capital in Eastern Europe

M. LOPES¹
¹University of Georgia, Athens, GA

This paper examines the role that public administration plays with respect to community development (CD) in a democracy? My main contention is that the concept of shared governance - between governed and governors - has considerable explanatory power. However, without a viable concept of citizenship, shared governance has little meaning. Within the context of CD, this paper hopes to reveal multifarious roles for the public administrator and the citizen in facilitating the creation or regeneration of social capital in communities. Drawing on classical democracy and classical liberalism, it develops a theory of citizenship in a democracy and identifies the seven essential elements of what the paper calls "the public administration act," i.e. efforts expended by virtuous citizen/public administrators under law in pursuit of the common good. A model of the interactions between community (civil society), the state, and the market is developed. The role of the public administrator within this model is then

discussed first where there is balance between each of these sectors, and then where there is imbalance. The author's recent experiences in two former Soviet Union states - Ukraine and the Republic of Georgia - are discussed as examples of these imbalances.

[180]
Bridging and Bonding Social Capital and Community Action in 99 Iowa Communities

J. FLORA¹, V. RYAN¹, K. AGNITSCH¹ AND C. BREGENDAHL¹
¹Iowa State University, Ames, IA

This paper will be designed to determine whether bonding and bridging social capital (severally and together) lead to specific community action or development activities in 99 Iowa communities. Bonding social capital is similar to Granovetter's strong ties and bridging social capital is similar to his weak ties. The social capital measures are based on about 100 returned surveys from randomly selected households in each of the 99 communities. Social capital scores measure both bridging and bonding social capital at the community level. The community action activities are based on key informant surveys sent to knowledgeable persons in each community. These surveys were coded for consistency and a single community response was entered for each variable. The city clerk provided names of knowledgeable persons who were government official, business leader, newspaper editor, church leader, and civic organization leader (3.5 completed questionnaires per community were returned, a for a response rate of 75%). Community action indicators include: community projects, fundraising events, youth and school involvement in the community, organization that brings entire community together, and others. We anticipate that those communities that manifest strong bridging and bonding social capital be most likely to engage in community actions.

[181]
Social Glue as the Necessary Context for Social Capital Development

D. KLEIN¹
¹The Union Institute, Ellicott City, MD

This paper suggests that a necessary precursor to the development of Social Capital is the presence within a locality of a sufficient amount of "social glue", i.e., the mutual bond of recognition, connectedness, acceptance, feeling of responsibility for, and caring about others because they occupy the same territorial community. Integrative infrastructures that foster social glue are essential to any well-functioning community. They forge meaningful, effective connections between a community's diverse component systems that enable the work of the community to be performed even in the face of deeply embedded mistrust, bitterly contested differences, disagreements, and conflicts. The paper suggests categories of divisive interfaces at which integrative connections are often nonexistent or badly flawed and offers a preliminary inventory of major approaches, methods, and techniques that can be used to foster such connections. Finally, it describes several programs that are believed to foster social glue by developing integrative connections within local communities. Although they differ in working assumptions, auspices, and methods, the five emphasize crossing boundaries and providing opportunities for meaningful exchange between groups that ordinarily exist at some considerable social distance from one another.

[182]
Mapping Institutional Opportunity and Developing Social Capital

J. HUGHEY¹
¹University of Missouri-Kansas City, Kansas City, MO

This presentation's orientation is that social capital (SC) is the collected organizational and institutional opportunity available to children and families in a given community. A technique for assessing institutional and organizational opportunity and for analyzing the relationship between SC and other indicators such as community disorder and sense of community will be explored. Principles and processes used for development of SC in an inner city school system will also be explored. A Geographic Information System (GIS) approach combined with objective observation and interviews will be described. The protocol determines geographic

locations of six major and 135 subcategories of SC. One form of SC, public schools, served as a base for development of SC. In one inner city school district, the shift from 80% "bussed" students to 80% "neighborhood" schools created opportunity to use schools as bases for local SC development. Site councils were developed as settings through which community organizing principles were infused, including a community listening campaign. 400 interviews conducted by parents from five schools. Concerns and relationships developed through listening generated concrete community issues and served as the basis for development of SC. Site councils and the community issues can be integrated into the GIS system.

**[183]
Community Mechanisms of Social Cohesion: Lessons from Institutional Economics**

S. HEYNEMAN¹
¹*Vanderbilt University, Nashville, TN*

It is widely assumed that support groups and voluntary associations provide the underpinnings of a civil society, and a civil society in turn contributes to social cohesion. But what are the mechanisms involved? Is the influence of all voluntary associations positive, or in fact do some contribute to the opposite of social cohesion, to social tension for instance? Is the influence of all voluntary associations equal in magnitude? Were we to decide that two organizations both positively contribute to social cohesion, could we distinguish between an organization which was more effective from one which was less effective? And lastly, how do the contributions of voluntary associations compare with the contributions of other mechanisms of social cohesion, such as those in the realm of business, government and education? Drawing upon the literature of institutional economics, this paper will attempt to respond to these questions.

FRI 10:30AM-12:00PM Lucerne

**[184]
Emerging Issues in Self-Help and Mutual Support Practice**

L. DAVIDSON¹ AND K. HUMPHREYS²
¹*Yale University, New Haven, CT;* ²*Stanford University, Stanford, CA*

This roundtable discussion will focus on several of the key issues emerging in the present day lives of individuals and groups involved in self-help and mutual support. Some of these issues include the role of spirituality, the increasing use of on-line resources, and the ever changing relationships between self-help/mutual support groups and professionals during this era of significant health care reform. The potential role of self-help/mutual support in preventing certain conditions and promoting health will also be explored. Participants will be encouraged to share their own experiences and perspectives on these topics, as well as their understanding of the literature and current practice.

FRI 10:30AM-12:00PM UL201

**[185]
Improving the Quality of Community Life**

A. WANDERSMAN¹
¹*University of South Carolina, Columbia, SC*

After more than 35 years of the existence of community psychology, this symposium will address the question "What community psychology offers for the improvement of the quality of community life" in an assertive tone. There will be 2 presentations, 1. Jim Dalton will address this issue from a "conceptual" perspective, using a recent review of the whole community psychology literature, and 2. Bill Davidson will address the issue from a "quantitative" review of the literature published in the American Journal of Community Psychology.

**[186]
Distinctive Community Psychology Contributions to Improving Community Life**

J. DALTON¹
¹*Bloomsburg University, Bloomsburg, PA*

I will approach this presentation from the standpoint of what I learned from writing a community psychology textbook for undergraduate and graduate students. The experience of writing provided an opportunity for reflection about these questions: What distinctive ideas do community psychologists have to offer to public debates on community and social issues? Are those ideas really distinctive to our field, and are they understood as products of community psychology? The experience of summarizing our field for student readers convinced me that community psychology can make distinctive conceptual contributions in two areas of national and international concern: prevention/promotion, and sense of community. I suggest that we can also add an important perspective to debate in four other areas: mutual/self help, citizen participation, attending to unheard voices of underrepresented groups, and implementation and accountability of community programs. My presentation will outline our distinctive views and potential contributions in each of these five areas. I will emphasize that these contributions need to be couched in an awareness of concepts of human diversity and of the ecological perspective of the field.

**[187]
AJCP: Its Content and Role in the Field of Community Psychology**

W. DAVIDSON¹
¹*Michigan State University, East Lansing, MI*

Bill Davidson will present the historic and contemporary role of AJCP as one major archive of work in the field and one of two archives owned by the Society. A content analysis of the journal over the last five years will provide data about the submissions and publications in the pages of AJCP. Critical issues to be discussed include: 1) Does the content of AJCP fit with popular perceptions. This part of the presentation will focus on describing the topics, methods, and settings of the work reported in AJCP; 2) Does there appear to be systematic bias in what is accepted into AJCP given what is submitted? 3) What is the future of AJCP type outlets in our field. In addition to a presentation of the content of the journal there will be a time for exchange about the goals of AJCP.

**[188]
Discussants**

J. EMSHOFF¹, J. KELLY², M. LEVINE³, M. NATION⁴, J. RAPPAPORT⁵, M. SHINN⁶, D. STARNES⁷ AND H. YOSKAKAWA⁸
¹*Georgia State University, Atlanta, GA;* ²*University of Illinois at Chicago, Chicago, IL;* ³*University of Buffalo, Buffalo, NY;* ⁴*University of Florida, Gainesville, FL;* ⁵*University of Illinois, Champaign, IL;* ⁶*New York University, New York, NY;* ⁷*EMSTAR Research, Atlanta, GA*

FRI 10:30AM-12:00PM Alumni Hall Veteran's Hall

**[189]
Conceptualizing Competence in Adolescence: Conceptual Frameworks and Empirical Strategies**

S. PEDERSEN¹
¹*New York University, New York, NY*

Recent work has called for research on adolescence that focuses on issues of competence and positive development. This poster cluster symposium addresses challenges to defining and investigating adolescent competence given the limitations of traditional conceptual frameworks that are primarily concerned with negative outcomes. Participants developed posters reflecting a diversity of research methodologies, operational definitions of adolescent competence/resilience, and populations of interest. The symposium will foster discussion of culturally-sensitive methodologies and definitions of competence. Following an introduction to the session by the chair, audience members will visit each poster. Audience and participants will then reconvene for debate facilitated by the discussant.

**[190]
Contextually-based Clusters of Competence Among Urban Adolescents**

E. SEIDMAN¹, S. PEDERSEN¹ AND A. RIVERA¹
¹*New York University, New York, NY*

Competence, or a positive psychology, of urban poor adolescents has rarely been addressed. The current study examined adolescent competence using multiple dimensions of perceived engagement and quality (e.g. satisfaction and evaluation) to identify dimensions of adolescent functioning within different contexts. Data were collected as part of the Adolescent Pathways Project, a longitudinal study of low income, ethnically diverse urban youth (Seidman, 1991). Cluster analysis was utilized to identify holistic profiles of youths' self-reported perceptions of the self and peer, school, athletic, employment, cultural, and religious contexts. Nine clusters emerged, representing constellations of youth experience marked by varying levels of each dimension. For example, a Disconnected Worker cluster emerged for youth reporting low levels of engagement in every context except work. A Culturally-Identified Athlete cluster emerged for those reporting high ethnic identity and engagement in the athletic domain, but little involvement in work or religious contexts. Analyses revealed cluster membership is associated with demographic variables and, independently, with behavioral competence criteria in the responsibility, enjoyment and learning domains. Analyses also indicated that the clusters were differentially associated with markers of positive and negative youth development, like self-esteem and depressive symptoms.

**[191]
Peer Group Empowerment in Adolescence**

A. RIVERA¹
¹*New York University, New York, NY*

This poster explores the associations between peer group empowerment and intrapsychic and behavioral markers of well-being during early and middle adolescence. Youth were sampled from public schools in ethnically diverse, low income neighborhoods in three Northeastern cities. The mean age of participants at the first survey point was 13.2 years (SD=.84). Wave two data were collected roughly two years later when youths averaged 16.6 years old (SD=1.0). Self-report measures included peer group empowerment, self-esteem, antisocial behaviors, family support, and institutional involvement. Prior research suggests that perceptions of group empowerment may be related to positive adolescent development, including higher self-esteem and lower psychological distress. However, some studies also indicate that strong peer group identification may be linked to negative outcomes, like delinquency, particularly when such identification is experienced in the absence of an involving and supportive family context. The current study examines cross-sectional and longitudinal associations among peer group empowerment, positive adolescent development, and negative behavioral outcomes. We will also investigate potential moderators these relationships, including family involvement. This study aims to identify constellations of youth experience that relate to the development of empowering peer networks.

**[192]
Assessing Cross-cultural Equivalence of Adolescents' Interpersonal Competence**

G. KUPERMINT¹, J. PERILLA¹, G. JURKOVIC¹, A. MURPHY¹ AND G. IBANEZ¹
¹*Georgia State University, Atlanta, GA*

This presentation will examine the cross cultural equivalence of a widely used measure of interpersonal competence (Buhrmester, 1990) in a sample of immigrant Latino adolescents (N=129) assessed in Georgia and two non-immigrant samples: Latinos assessed in Mexico (N=198) and non-Latinos assessed in Virginia (N=131). Because children are socialized toward culturally defined competencies (e.g., individualist vs. collectivist goals), the structure and meaning of social skills, such as assertiveness, collaboration, and conflict resolution, may differ across cultures. Thus, it is important to understand both the similarities and differences in how skills are defined, and how they relate to achievement of important tasks, such as development of self-concept and interpersonal relatedness. Spanish versions of the instrument were generated through a process of translation, back-translation, and centering to establish linguistic equivalence. Statistical

techniques were used to assess item and scalar equivalence (Does the measure reflect the same construct to the same degree across groups?) and functional equivalence (Do competence dimensions have similar behavioral correlates across groups - e.g., self-esteem, quality of friendships?).

**[193]
Epidemiological Modeling of Adolescent Development**

J. SIMONS¹ AND C. MASON¹
¹*University of Miami, Coral Gables, FL*

This poster will examine the impact of early childhood variables upon future adolescent development. Specifically, by using an epidemiological methodology, differences in factors related to healthy individual development versus those related to the overall health on a community level will be contrasted. For example, a powerful, but uncommon factor may have a large impact on the individual child who experiences it, and yet, because it is uncommon, have a relatively minor impact on rates or levels of an outcome in the community. In contrast, a more modest, yet common factor may have a smaller impact on those who experience it, and yet because it is common, have a larger impact on the community. Consequently, factors related to overall healthy development across a community may be different from factors related to healthy development within individuals. Data to be presented will be taken from a large project in developmental epidemiology consisting of 1980-1998 State of Florida birth records electronically linked to 1992-1999 Florida School Records, as well as juvenile court records from 1999 through 2000. Data will be examined using two different approaches to defining "healthy development": (1) absence of negative outcome, versus (2) performance at or above an expected level.

**[194]
A Social Developmental Profile of Urban African-American Early Adolescents**

C. JACOBS¹, O. REYES¹ AND B. FLAY¹
¹*University of Illinois at Chicago, Chicago, IL*

Within the general theory of social development, there are three components of children's social development: parents' values, the emotional quality of the parent-child relationship, and children's social competence. The present study sought to test these components using hierarchical regression in three samples of African American early adolescents. Specifically, the current study examined the relationship between parents' academically-related values, the emotional quality of the parent-child relationship, and children's academic achievement and school behavior problems. In addition, to build on prior research, the relationship of parents' and children's values with students' outcomes was also examined. Findings indicated that the majority of the students endorsed positive values, in contradiction of previous findings. In light of these contradictory findings, the question of how to best measure values was raised. Previous research indirectly measured values, whereas the current study directly assessed participants' values. Direct measurement may be susceptible to social desirability, however indirect measurement of values may also be inadequate. Understanding values is important for understanding culture, and as such the pursuit of adequate measures of values is worthwhile. This issue will be discussed as part of the poster presentation.

**[195]
Positive Adaptation and Mental Health in Early Adolescence**

C. LOPEZ¹ AND D. DUBOIS²
¹*University of Missouri-Columbia, Columbia, MO*

This research will investigate culturally-relevant (i.e., race/ethnic and gender identity) and developmentally-relevant (i.e., peer competence, self-esteem) facets of positive adaptation and mental health in early adolescence. Analyses will be conducted on data obtained from a sample of 525 youth in grades 6 and 7 in a medium sized Mid-western city. Measures include well-validated self-report indices such as the Multigroup Ethnic Identity Measure and Self-esteem Questionnaire (SEQ) as well as measures of peer competence derived from peer ratings and nominations. To identify subgroups of youth with similar profiles of scores for each facet of positive adaptation/mental health, a cluster analysis (Ward's method) will be conducted separately on culturally-relevant measures (i.e., subscales of race and gender identity measures) and on developmentally-relevant measures

(i.e., subscales of SEQ and selected peer competence indices). Further analyses will investigate (a) demographic differences (i.e., race, gender, socioeconomic status) in the subgroups of youth accounting for differing types of profiles within each cluster solution; (b) the association between culturally- and developmentally-relevant profile group membership, including whether this varies according to demographic characteristics (e.g., gender). Results are expected to increase culturally-anchored understanding of positive adaptation and mental health during a key transitional stage of development.

[196]
Overcoming the Odds: Raising Academically Successful African American Young Women

K. MATON¹, F. HRABOWSKI¹, M. GREENE-SMALLS¹ AND G. GREIF¹
¹University of Maryland Baltimore County, Baltimore, MD

Qualitative methods were employed to examine the role of the family in the academic success of very high-achieving African American female youths. In-depth, semi-structured interviews were conducted with 66 daughters, 46 of their mothers, and 27 fathers. The daughters were participants in a college scholarship program for talented students in the sciences. Interviews focused on why these youths succeeded academically while so many of their peers did not. The current results are based on thematic, content analysis of over 1000 pages of interview transcripts. Daughters and parents both reported that the parents put forth extreme efforts to help ensure that the daughters successfully overcame the barriers and temptations that have derailed the academic focus of so many other capable Black youth. The daughters' and parents' stories converged in emphasizing six general parenting components: 1) child-focused love; 2) strict limit setting; 3) consistently high expectations; 4) open and honest communication; 5) drawing upon varied community resources (including church, teachers, peers, extracurricular activities, extended family), and 6) strong ethnic and female identification. Overall, the qualitative findings tell a multifaceted, rich and compelling story of pathways to academic success, and highlight the need for culture-specific and ecologically-based conceptualization, research, and intervention approaches.

[197]
Coping and Urban Adolescents' Perceptions of Safety

A. RASMUSSEN¹ AND M. ABER¹

¹University of Illinois - Urbana-Champaign, Urbana-Champaign, IL

Violence and safety concerns have been linked to several adverse mental health outcomes in urban youth. How adolescents perceive their own safety and how they cope with violence are, therefore, issues critical to their social competence and well being. Certain coping styles affect teenagers' perceptions of safety more than others, and have been linked to differential rates of anxiety, depression, and posttraumatic stress disorder among urban adolescents. Using a modified version of the Ways of Coping Scale, this study examines the frequency of use of various coping strategies among 178 adolescents in low, medium, and high violence neighborhoods in Chicago. A comparison of means among five coping scales is used to identify coping strategies that increase perceptions of safety. A K-means cluster analysis is used to identify types of teenagers based on their use of coping strategies. These coping profiles are related to individual, family, and neighborhood information to identify environments that foster resilience.

[198]
Adolescent Resiliency: Examples from the Flint Adolescent Study

M. ZIMMERMAN¹

¹University of Michigan, Ann Arbor, MI

This poster will describe the application and analysis of resiliency theory in a population of primarily African American adolescents sampled from four public high schools in Flint, Michigan. The goal of the study is to explore adolescent resiliency among youth with GPA's of 3.0 or lower. Information obtained from the youth includes: participation in church, school and community organizations; social support from family and friends; self-esteem and psychological well being; delinquent behaviors; school attitudes and performance; and family structure and relationships. We have found that youth who perceive parents or extended family members as

role models reported fewer problem behaviors, better school outcomes, and less psychological distress than youth with no role models. Similar results have been found for mentors defined as non-family adults who provide support, guidance, and help. We found that youths' reports of father involvement was associated with lower rates of depression, anxiety, and problem behaviors. Father involvement was more predictive of these outcomes than family structure (e.g., living with a single mother). Longitudinal analyses suggest that father involvement is associated with less problem behavior over time. Parental support also protects youth from the risk factors (e.g., exposure to peer and adult violence) associated with violent behavior.

[199]
Variation in Ethnic Centrality and Its Association with Psychological Well-being

T. YIP¹ AND W. CROSS¹

¹New York University, New York, NY

Despite numerous theoretical and empirical attempts to demonstrate a consistent pattern of association between ethnic identity and psychological well-being, the current literature remains inconclusive. We propose an alternate approach to understand how one's ethnic attachment may be related to well-being by examining ethnic centrality rather than ethnic identity. Ethnic centrality considers the relative importance of one's ethnicity compared to all other social reference groups a person may have. Thus, centrality places ethnicity in a larger social reference group matrix that allows people to have multiple, equally strong centralities, some of which may be non-ethnic oriented. The current study employs a daily diary method in which 100 American youths of Chinese descent completed daily reports of ethnic feelings, American feelings, and psychological well-being for 14 days. The youths will be divided into four groups based on these daily-level reports (Chinese central, American central, bicultural, non-ethnic) to examine differential patterns of well-being. Analyses will be primarily correlational, controlling for individual-level differences in daily-level correlations. We expect comparable reports of positive well-being across all groups suggesting that the specific composition of one's centrality/centralities is less important than the sense of belonging that comes from affiliation with any social reference group.

[200]
Discussant

E. SEIDMAN¹

¹New York University, New York, NY

FRI 10:30AM-1:00PM UL216

[201]
Advocacy Training: On the Hill and in the Classroom

S. COOK¹, C. PRESTON², D. DODGEN³, A. SOLARZ⁴, B. WILCOX⁵, J. WOOLARD⁶, C. BAKER¹, H. O'BEIRNE KELLY³ AND N. REPPUCCI²

¹Georgia State University, Atlanta, GA; ²University of Virginia, Charlottesville, VA; ³American Psychological Association, Washington, DC; ⁴Arlington, VA; ⁵University of Nebraska, Lincoln, NE; ⁶University of Florida, Gainesville, FL

The proposed workshop is in two parts. Part I (On the Hill) will provide participants with an overview of the federal legislative process and different avenues through which psychologists can impact policy. The training aims to increase psychologists' knowledge and skills to act as policy advocates. Specifically, presenters Preston, Dodgen, and Solarz will discuss legislative process including differences between the House and the Senate, types of legislation, how bills progress through Congress, how funds are allocated, and how the APA Public Policy advocates on behalf of psychologists. Differences between the scientific and policy worlds and provide strategies for communicating effectively with Members of Congress will be highlighted. Part II (In the Classroom) will focus on how issues related to federal and state public policy, including judicial policy, can be integrated in the Community psychology graduate curricula. Presenters Cook, Reppucci, and Wilcox will provide practical information on developing course content, including example syllabi, assignments, and reading lists.

Presenters Woolard, O'Beirne Kelly, and Baker will discuss experiences of policy related graduate practice and career opportunities in public policy.
(Lunch will be brought to the room at 12.)

FRI 12:00 - 1:00 PM Student Center Reception Hall
Boxed lunch available

FRI 12:10 - 12:55PM Senate

Student Mentoring Lunch

Rod Watts, Coordinator

All participants should pick up their lunch and meet here.

FRI 12:10-12:55PM Lanier

Executive Committee Meeting (Open)

Cary Cherniss, President

FRI 12:10-12:55PM Lucerne

Interdisciplinary Task Force (Open)

Ken Maton, Chair, David Altman, Rebecca Campbell, Lorraine Gutierrez, Jim Kelly, Julian Rappaport, and Susan Saegert

FRI 12:45-2:00PM Golden Key

[202]

The Coping Power Program: Intervening with Aggressive Children and Their Parents

J. LOCHMAN¹, T. BARRY¹, K. SALEKIN¹ AND J. BARTH¹

¹University of Alabama, Tuscaloosa, AL

The aggressive behavior of children and adolescents is often quite stable over time and serves as a prominent risk marker for adolescent substance abuse, delinquency, and violence. Research exploring the social-information processing deficits of aggressive children has shown them to experience extreme sensitivity to hostile social cues, poor social problem-solving skills, low self-esteem, and difficulty regulating their affect and behavior. They also have a hostile attributional bias and maintain social goals that place heavy emphasis on dominance and control of others. In addition, they tend to have a low commitment to school, experience peer rejection and social isolation, and often associate with deviant peer groups. Finally, several caregiving risk factors directly linked to childhood aggression have been identified, including high levels of family conflict, low levels of warmth and involvement in parent-child relations, and deficient family management practices (e.g., inconsistent or harsh parenting, unclear expectations, and poor monitoring). Poor parenting and children's aggressive behavior is bi-directional, with poor parenting both stimulating children's negative behavior and deteriorating in response to increasing negative child behaviors. This workshop will demonstrate how a coping model framework guides successful intervention and prevention. Specifically, the Coping Power program, consisting of 33 child sessions and 16 parent sessions, will be examined. This program is designed to intervene with at-risk (i.e., aggressive) children between the ages of 9 and 13 years and their parents in an effort to prevent negative outcomes. Attendees of the workshop will be able to identify children who are appropriate for intervention and describe how the coping model provides a framework for the assessment and intervention of individual children. They will be directed in the implementation of cognitive-behavioral intervention tools for use with children that focus on remediating distorted or deficient social cognitive processes, thus enhancing social competence and behavioral regulation. For example, attendees will learn to help children recognize physiological cues of anger, improve accurate perspective-taking skills; identify competent strategies for coping with social problems; use self-instruction to inhibit

aggressive responses; and use refusal skills to avoid peer pressure. Attendees will also be directed in the implementation of behavioral parent intervention tools that focus on promoting positive parenting practices. For example, attendees will learn to help parents set rules and expectations and give instructions to children; provide consistent consequences; manage their own stress level; increase family cohesion and communication; and participate in constructive family problem solving. The workshop will include a discussion of the future risks for aggressive children and an overview of a conceptual model for treating aggression in children. The components of the Coping Power program will be examined with consideration of the conceptual basis of each component. Implementation issues will be discussed for various settings (e.g., outpatient clinics, schools). Likewise, treatment outcome research demonstrating the efficacy of the program will be presented, with a specific focus on preventing negative outcomes and producing substantial change on a range of factors that would be expected to reduce future risk.

FRI 1:00-2:00PM Senate

[203]

Improving the Health and Well-Being of Adolescents

R. LEWIS¹, L. CHESNIAK¹, M. EDWARDS¹ AND E. KARDARAS¹

¹Wichita State University, Wichita, KS

This symposium describes the work being conducted in Kansas to improve the health and well-being of adolescents and disadvantaged populations. Individual papers outline community based research projects, 1) provide a description of a study assessing the depression and suicidal ideations among college-aged students, 2) presents findings from a project to reduce substance use and HIV infection among African American adolescents and 3) discuss the barriers of working with the adolescent population. Each paper will present data and case studies to determine what programs are needed to improve the health and well-being of adolescents and disadvantaged populations in addition to providing behavioral data that puts adolescents at risk for adverse health outcomes. Time will be available for open discussion about the challenges and opportunities of study adolescents and disadvantaged populations.

[204]

Depression and Suicidal Ideation in College-Aged Students

L. CHESNIAK¹, R. LEWIS¹, E. KARDARAS¹ AND M. EDWARDS¹

¹Wichita State University, Wichita, KS

The purpose of this study was to examine depression, suicidal ideation and help-seeking behavior on a college campus in the Midwest and discuss implications for prevention. College students enrolled in Psychology 111 courses at Wichita State University (WSU) were asked to participate. Two hundred and sixty-seven students (171 female and 96 male) aged 18-22 completed the survey. Thirteen percent (44) of the participants reported that they had considered suicide over the past year. Of those who reported considering suicide, almost all (42) said that they had made a plan over the last year of how to attempt suicide. Twenty-seven percent (94) of the participants reported that, over the past 12 months, they had felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activity. Seventy-nine percent (210) of the participants reported that if they had a personal problem they would seek help. When asked who their first choice for assistance would be 56% (150) of the participants responded a friend. Only 1.1% (3) of the participants stated they would go to the counseling center on campus.

[205]

Barriers to Studying Adolescents: Issues and Challenges

E. KARDARAS¹, R. LEWIS¹, L. CHESNIAK¹, M. MILLS¹ AND M. EDWARDS¹

¹Wichita State University, Wichita, KS

The purpose of this paper is to discuss the issues and challenges of studying the health behaviors and development of adolescents. Adolescents are faced with a number of challenges including, sexually transmitted diseases, HIV/AIDS, substance abuse, teen pregnancy, suicide, violence and unintentional injuries. If these challenges are to be addressed then it is

important to include adolescents in research studies to determine what works best in addressing these problems. This paper will discuss the barriers encountered by researchers when working with adolescents. First it will provide examples of the context, which makes gaining access to adolescents difficult. Second, the presentation will focus on case studies and the research study attempts in a Midwest community to gather the opinions of adolescents regarding adolescent pregnancy prevention programs. Third, an outline lessons learned will be presented. And finally, a discuss will offer strategies to overcome the barriers to studying adolescents.

[206]

The Risk Reduction Project

M. EDWARDS¹, R. LEWIS¹, L. CHESNAK¹ AND E. KARDARAS¹
¹Wichita State University, Wichita, KS

Although numerous programs have been designed and medications developed to slow AIDS death rates, the problem is still significant among populations of color, particularly among African Americans. Many people who are diagnosed with HIV/AIDS in their 20s contracted the virus as adolescents. The Risk Reduction Project intends to reduce two risk factors associated with HIV infection among African American youth aged 13-19; substance abuse and unprotected sex. The rationale is that if the incidence of substance abuse is lowered in this population and condom use increased the rates of HIV will likely decrease. This will be accomplished in two ways by: 1) changing individual behaviors (i.e., avoiding substance use and increasing condom use) by having skills building sessions that provide youth with an intensive focus on substance abuse, safer sex practices, and HIV prevention; and 2) influencing the social norms of the African American community by promoting healthy behaviors to African American adolescents through a targeted media campaign. The logic evaluation model will be used to track how the program is implemented (process evaluation) and document how well the objectives of reducing substance abuse and increasing condom use among African American adolescents is being met (outcome evaluation).

FRI 1:00-2:00PM House

[207]

Nonacademic Roles for Community Psychologists

R. PROESCHOLDBELL¹, J. DEARDORFF¹, M. TABORGA¹, R. CROWLEY², R. JENKINS³ AND J. CHAMBLISS⁴

¹Arizona State University, Tempe, AZ; ²Men Stopping Violence, Atlanta, GA; ³Centers for Disease Control & Prevention, Atlanta, GA; ⁴Chambliss & Associates, Inc., Marietta, GA

Community psychology is concerned with issues of social change, and there are many roles through which professionals may pursue social change endeavors. Students of community psychology have exposure to faculty roles but limited exposure roles outside of academia. Contact with nonacademic role models assists students who are uninterested in being faculty or who are unlikely to obtain faculty positions due to limited availability. Such contact also benefits the field; community psychologists are needed throughout society and teaching and departmental demands on faculty divert time from social change endeavors. In addition, exposure to diverse careers through SCRA may attract student interest in SCRA and retain the membership of former students. Three diverse professionals will describe their roles and skills and suggest steps to obtain their roles. We will facilitate a discussion with the presenters to help students forge their own career paths and distribute a list of resources that students may use to pursue nonacademic roles in community psychology.

FRI 1:00-2:00PM Court

[208]

Social Oppression, HIV Risks, and Ethnic Minority Gay Men

J. PETERSON¹

¹Georgia State University, Atlanta, GA

This symposium examines the impact of social oppression on HIV risks in the social and sexual lives of ethnic minority young gay men. The

first presentation focuses on the impact of homophobia, poverty, and racism on the mental health and HIV risk of Latino gay men in several urban cities of the United States. The second presentation proposes a typology for Asian/Pacific Islander gay men's responses to their experiences of racism, homophobia, and anti-immigrant discrimination. The third presentation describes a community-based HIV prevention intervention for young African American and Latino gay men designed to reduce stressors in their lives.

[209]

Racism, Homophobia, Anti-Immigrant Discrimination among Asian Gay Men

H. YOSHIKAWA¹

¹New York University, New York, NY

Experiences of oppression are associated with higher levels of HIV risk among gay men of color. For Asian/Pacific Islander (A/PI) gay men, oppression takes the forms of racism, homophobia, poverty, or anti-immigrant discrimination. The current study examines the experiences of oppression which A/PI gay men report, the variety of responses they employ, and their perceptions of how oppression is linked to HIV risk, in order to inform the content and potential strategies of HIV prevention for this population. Results are drawn from an in-depth interview study of 35 Chinese, Korean, Filipino, and South Asian gay men recruited from bar settings and social organizations in New York City. Preliminary results reveal a variety of strategies at the intrapersonal (e.g., perceiving the source of the experience as external), relationship (reversing power dynamics implied by racially based sexual stereotypes), and social network (talking to mentor figures) levels which may counteract internalization of oppression. Implications for community-level HIV prevention and other social change endeavors are discussed.

[210]

Homophobia, Poverty, Racism, Mental Health and HIV Risks in Latino Gay Men

R. DIAZ¹

¹San Francisco State University, San Francisco, CA

The social and sexual lives of many Latino gay men in the United States have been impacted by at least three social oppressive forces—homophobia, poverty and racism—that, acting in an unfortunate synchrony, tend to produce devastating experiences of social alienation and personal shame. Although many men have responded to the oppression with creative acts of personal agency, ranging from committed social activism to acts of personal heroism, others have been deeply troubled and debilitated by financial hardship, family rejection, and discriminatory practices that prevent their fair participation in professional life and gay community. Based on two studies involving 1200 Latino gay men in the cities of Miami, New York and Los Angeles, we will present quantitative and qualitative data on the impact of depression, anxiety and suicidality and their relationship to HIV risk. The data show that, for Latino gay men in the United States, the impact of homophobia on health outcomes is greatly exacerbated by race- and class-based discrimination in the gay community. Moreover, the findings strongly suggest that individuals' position within a grid of oppressive social factors is a strong predictor of both mental health outcomes and the risk for HIV transmission.

[211]

A Community HIV Prevention Program for Young Gay Men of Color

G. HARPER¹

¹DePaul University, Chicago, IL

Despite their level of HIV risks, there is a paucity of community efforts focused on the culturally-specific HIV prevention needs of young gay/bisexual/questioning (GBQ) males. This presentation will describe the development and implementation of a community-based HIV prevention program tailored to the needs of African-American and Latino GBQ youth. First, the presentation will discuss some of the specific cultural factors that increase the difficulty to conduct community research and service with this population. Then, the presentation will discuss how the intervention program attempts to help youth develop coping skills to manage the unique

environmental, interpersonal, and intrapsychic stressors which place them at risk for HIV infection. The presentation will focus on how the youth are involved in the intervention are active participants in the continual evolution of the program. The program has an affirming sexual health focus rather than a traditional disease focus, and addresses ways to combat negative contextual factors that may lead to risk such as low self-esteem, depression, substance use, family conflict, coming-out stress, homophobia, racism, and persecutory religious beliefs.

FRI 1:00-2:00PM Sinclair

[212]

Using Internet-Based Tools To Support Community Development Initiatives

J. SCHULTZ¹, S. FAWCETT², V. FRANCISCO¹, R. BREMBY², T. WOLFF³ AND B. BERKOWITZ⁴

¹University of Kansas, Lawrence, KS; ²Work Group on Health Promotion and Community Development, Lawrence, KS; ³University of Massachusetts Medical School, Amherst, MA; ⁴University of Massachusetts Lowell, Lowell, MA

This roundtable discussion will focus on the use of internet-based tools to support community development initiatives. There are a number of Internet-based supports that have been adapted and used to provide support for community development efforts. The Community Tool Box (<http://ctb.ukans.edu>) will be presented as an example of a website that uses a number of Internet-based features, including learning community forums, online workstations, tailored WebPages to access content, and other interactive tools (e.g., trouble shooting guide), in this capacity. Each presenter will focus on one of these features and its application to community development. In addition, the presenters will describe their experience with and community response to these features as well as seek discussion of how the audience might use them. The presenters will briefly describe the features, but they will spend most of the time facilitating a dialog with participants. The primary issues to be discussed with the audience will be: 1) How these Internet-based features can function to support community development initiatives; 2) How each of these features can be improved; and 3) The value-added, as well as the costs, of these features to community development initiatives.

FRI 1:00-2:00PM Lanier

[213]

Culturally-Driven Collaboration: Critical Component in Youth Violence Prevention

L. HUANG¹, G. ARGANZA¹, N. HOREN¹ AND T. HSU²

¹Georgetown University, Washington, DC; ²Center for Pan Asian Community Services, Doraville, GA

This symposium highlights the role of culturally-driven collaboration in youth violence prevention programs in ethnically and racially diverse communities. Effective prevention programs must consider an array of risk and protective factors and align intervention strategies to address these factors. These strategies involve collaboration across multiple domains, including family, church, and community and youth-serving systems such as schools, juvenile justice, and mental health. This symposium provides 1) a framework and strategies for culturally competent collaboration and illustrates this with 2) a community-driven violence prevention effort, in the planning stages, in an African American community, and 3) an ethnic-specific prevention program built on cross-system collaborations in an Asian American community.

[214]

The North Capital Collaborative: An Emerging Prevention Initiative

N. HOREN¹

¹Georgetown University, Washington, DC

Over the past year, several community partners and faculty from Georgetown University's Child Development Center have met bi-weekly to address specific issues facing youth in a primarily African-American community in Washington, D.C. Data gathered from this effort indicated concerns of the residents regarding youth violence and substance abuse and the variable effectiveness of existing prevention programs. The objective of this effort is to build consensus among the residents for an evidence-based model of prevention, in order to address violence prevention across the developmental continuum, from pre-schoolers to adolescents. This presentation will focus on the process of building collaborations within an ethnically diverse community in the planning phase of an intervention. It will highlight barriers and culturally-related impediments to collaboration. The presentation will also describe how the current effort gradually evolved from a university and service-agency driven effort to one driven by the residents, including the adolescents who were involved as the initial data collectors. The result was a community collaborative initiative. Cross-cultural and cross-generational examples will be used to illustrate the collaborative process.

[215]

Culturally Competent Collaboration in Youth Violence Prevention: A Framework

G. ARGANZA¹

¹Georgetown University, Washington, DC

In a recently completed study of promising practices in youth development and violence prevention programs in Asian American/Pacific Islander communities, collaboration was cited as one of the critical components of effective programs. This presentation will provide a framework for culturally competent collaboration, how it's operationalized in diverse systems and communities; and culturally-related barriers and facilitators to collaboration. In this study, culturally-driven collaboration emerged as an important aspect of establishing effective youth violence prevention programs. Collaboration involves developing a shared vision and objectives, consensus regarding strategies for attaining objectives, attention to how power is shared, acceptable distribution of responsibilities in planning and decision making, and consensus regarding fiscal resources. Working effectively with diverse communities requires attention to the cultural-determinants of collaboration. For some cultural groups, collaboration is antithetical to a traditional, hierarchical role arrangement; for historically oppressed groups, there may be much distrust regarding collaboration; however, for other communities, collaboration may be integral to a value of decision making by consensus among the community. Examples of culturally-based collaboration from selected programs serving AAPI youth and communities will be presented.

[216]

Alpharetta Youth Program: A Study in Collaboration

T. Hsu¹

¹Center for Pan Asian Community Services, Doraville, GA

The overall goal of the Alpharetta Youth Program is to decrease alcohol, tobacco, and other drug use (ATOD) and abuse among Asian American/Pacific Islander adolescents, age 13-18 years. The program originated from concerns within the neighboring Asian communities, survey data on the increasing level of youth drug use in the county, and a needs assessment underscoring a lack of afterschool culturally-focused programs. The program is a twelve week afterschool program based on "Preparing for Drug-free Years," curriculum and includes other topics such as HIV education, conflict-management, racism and discrimination. CPACS recruits students through cultural marketing to the parents, for example, offering free SAT classes and tutoring they have tied this with the ATOD prevention curriculum. This highly effective program, which will be replicated in a neighboring county, is built upon local collaborative efforts, primarily at the county level. This presentation will focus on the critical component of collaboration in implementing an AAPI-focused youth program. This includes defining collaboration within an ethnically diverse community,

adapting the curriculum for AAPI youth, building cultural understanding, sharing resources with other agencies, and working across various system levels.

FRI 1:00-2:00PM Lucerne

[217] Implementation of School-Based Prevention Programs: Fidelity-Adaptation Debate

P. GRACZYK¹, B. WILSON¹, E. HAYES¹, M. ARMSTRONG¹, L. HATCHETT¹, S. FRAZIER¹, M. BLOODWORTH¹, D. BIRMAN¹, R. MOSS¹, K. LEVI¹, J. FLEMING¹ AND C. MCBRIDE¹

¹University of Illinois at Chicago, Chicago, IL

Implementation quality refers to the degree to which a program or intervention is put into practice as designed. Implementation quality has been alternatively referred to as treatment adherence, fidelity or integrity (Durlak, 1998). A fundamental concern related to implementation is that, as effective programs "go to scale," how much should a program be implemented as designed and how and how much should it be changed and adapted in response to a particular population or context. "Fidelity" refers to maintaining a program as originally designed, while "adaptation" refers to modifying program design in response to indigenous issues. Proposed is a roundtable discussion of issues involved in implementing school-based intervention programs, specifically with regard to how issues of fidelity and adaptation should be addressed. The presenters are pre- and post-doctoral trainees in the NIMH-sponsored Prevention Research Training Program at the University of Illinois at Chicago. Together, we have identified several important issues related to the fidelity-adaptation debate and plan to facilitate a discussion around these.

FRI 1:00-2:00PM Capital

[218] A Model for Training Undergraduates as Advocates: Adaptation Across Social Contexts

W. SIEBOLD¹ AND J. GOODKIND¹

¹Michigan State University, East Lansing, MI

The university-based model of training undergraduates to work as advocates and change agents with disenfranchised groups and individuals has an extensive history of success and many adaptations. The use of trained undergraduates (as opposed to social workers or other professionals) has several advantages, including lower cost to the community and less stigma for participants. In addition, undergraduates benefit from extensive training, heightened awareness and understanding of social issues, close contact with instructors, valuable graduate school and/or employment experience, and course credit for work in the community. Thus, the use of this model combines the missions of social change research and undergraduate education. The purpose of this symposium is to discuss this model of social change and how it has been successfully applied to address a wide variety of social problems. In particular, we will emphasize the importance of attending to context when adapting an effective model for social change.

[219] The Adolescent Diversion Project

A. WOLF¹ AND W. DAVIDSON¹

¹Michigan State University, East Lansing, MI

The Adolescent Diversion Project (ADP) has been training undergraduates as advocates for almost 25 years at Michigan State University. This strengths-based project addresses the issue of the treatment of youth offenders in the juvenile justice system. The premise is that by diverting youth from the criminal justice system and enhancing their access to community resources, youth will avoid the negative consequences associated with labeling youth as delinquents (e.g. higher likelihood of recidivism due to reduced access to community resources and increased criminal justice visibility). This project entails a multiple strategy model with two main components: 1) advocacy for youth diverted from the

juvenile justice system, and 2) behavioral agreements, which involve increasing youths' positive behaviors rather than only reducing negative behaviors. Based on many years of evaluation that have shown the effectiveness of this model, this project had continued, as well as served as the framework for the other advocacy projects discussed in this symposium.

[220] The Resilient Child Study and the Community Advocacy Project

W. SIEBOLD¹, C. SULLIVAN¹ AND N. ALLEN¹

¹Michigan State University, East Lansing, MI

At least 2 to 4 million women are assaulted by their intimate partner every year in the United States. In order to address the issue of domestic violence, the Community Advocacy Project (CAP) was developed as an adaptation of the ADP model. This project trained undergraduate women to work one-on-one with women who had experienced domestic violence to attain community resources which play a role in reducing women's risks of future violence from their abusive partners (e.g. attaining housing, employment, child care). The main component of this 10-week intervention was advocacy based on the wants and needs of the women participating. As with the ADP, evaluation using a true experimental design revealed that women with advocates had many positive outcomes, including less violence over time and higher quality of life and social support. The success of CAP was the impetus for the development of the Resilient Child Study (RCS), a strengths-based community intervention that currently aims to address the needs of children who are exposed to domestic violence, in addition to providing advocacy to mothers. Thus the RCS is an expanded 16-week intervention with four main components: 1) advocacy and support for mothers and children, 2) developing or enhancing a positive, mentoring relationship between each child and a significant adult in their lives, 3) providing a 12 week support and education group for the children, 4) improvement of child's school performance.

[221] The Refugee Wellbeing Project

J. GOODKIND¹

¹Michigan State University, East Lansing, MI

The most recent adaptation of the advocacy model is the Refugee Wellbeing Project (RWP). Currently, there are over 20 million refugees throughout the world who have been forced to flee their homes because of persecution or other danger. Upon resettlement, refugees must overcome past traumas while simultaneously adjusting to a new language, culture, and ways of life. Recent research suggests that refugees' well-being depends on their ability to regain control over their lives, reestablish valued social roles, and feel competent in their new lives. Thus the RWP was developed to facilitate these processes. This project has four main components: 1) advocacy for Hmong refugee adults, 2) advocacy for children in Hmong refugee families (e.g., school-related issues), 3) cultural exchange time in Learning Circles to facilitate the sharing of cultures and ideas and to help adult refugees realize their own contributions and ability to make change in their communities, and 4) one-on-one learning time in Learning Circles to help adult refugees improve specific skills, knowledge, or abilities that they feel are important to their lives in the United States (e.g., English). Adaptations of the advocacy model specifically address particular needs of refugees as well serve to make this project culturally competent for Hmong refugees.

[222] The Art of Advocacy: Community Engagement as a Context for Learning

V. WERFETINSKI¹

¹University of Illinois at Urbana Champaign, Champaign, IL

This paper describes an adaptation of a community advocacy model for teaching undergraduate students through an ongoing consultation effort with a local elementary school situated in a traditionally African American working class neighborhood. It illustrates how the particular setting and cultural narratives, engendered with stereotypes and low expectations for the students' learning and success, influenced the strategies and tactics employed by the undergraduate advocates to support the school children and

to create opportunities for social change. The process of creating, developing, and sustaining a community arts program as a resource for students in the school and community is presented as a form of community advocacy that is responsive to participants' strengths, needs, and interests. Advocacy in this setting is described with an ecological framework and focuses on processes of mutual inquiry and story telling, construction of empowering and capacity-building opportunities, and development of relationships over time. Issues and challenges related to working with transitory cohorts of undergraduate students in community development efforts over a period of three years are explored. The project is presented as an exemplar for understanding some of the challenges that undergraduate students negotiate when engaging in community advocacy work as a component of their formal education.

[223] Discussant

J. RAFFAPORT¹

¹University of Illinois at Urbana Champaign, Champaign, IL

FRI 1:00-2:00PM UL302

[224] Can We Measure Success? We Can and We Did!

S. ROBERTS¹, M. HUFFMAN², E. GARNEAU², K. RAINE³ AND J. EDEY²

¹Community Building Resources, Edmonton, Alberta; ²Jasper Place Gateway Foundation, Edmonton, Alberta; ³University of Alberta, Edmonton, Alberta

This community based research project has challenged traditional models of health research and demonstrates outstanding participation and involvement by the community at all stages of the research. This project was supported and built on an innovative partnership between a geographic community association (JPGF) and its citizens, a community development business, and an academic institution. An integrated qualitative and quantitative research design, utilizing participatory action methods was used. A navigating group, "RIFF-RAFF" (Residents Involved in Family Futures-Relationships Action Food & Fun), was formed to assess changes in social and economic health using a Community Indicator Project. The RIFF-RAFF and their community identified measures that illustrated their definition of health, then tracked changes in the measures in relation to the health determinants using an asset-based community development process. RIFF-RAFF is composed of members of the Jasper Place Gateway Foundation; they will present the process undertaken by community members to develop community indicators and the project results. Ideas for this project will be shared, along with the plans for the next two years of the project. The JPGF members will continue to be the driving force behind the project and hold the ultimate responsibility for all aspects of the research.

FRI 1:00-2:00PM UL201

[225] Building Healthy Rural Communities in Alaska: Challenges and Local Solutions

C. LARDON¹

¹University of Alaska Fairbanks, Fairbanks, AK

Half of Alaska's population lives in small rural communities. Rural Alaska is predominately Alaska Native, and there are 226 federally recognized tribes in the state, encompassing significant cultural and linguistic differences. Most communities are accessible only by boat or plane. The weather, immense distances, and cultural diversity of the settings pose unique challenges and opportunities for intervention. This symposium will feature three rural Alaska community-based projects that seek to address a variety of behavioral health and community development needs. Presenters will describe how community members have worked collaboratively with university researchers to define the content, focus, and process of each project.

[226] Community Health in Rural Alaska: Promoting Wellness and Community Development

C. LARDON¹ AND V. BURNHAM²

¹University of Alaska Fairbanks, Fairbanks, AK

The Kaltag Community Wellness Project (KCWP) is a community health project in one Athabaskan village in the interior of Alaska. This village is located on the Yukon River and has a population of about 250 people. The main goal of this project is to develop a conceptualization of what it means to have a healthy community in rural Alaska. This conceptualization will be based on an indigenous definition of mental health and will include the individual, family, community, cultural, economic, and political factors that contribute to the well-being of Alaska Native communities. It will be developed in three ways. First, the community development process that was originally begun by the community ten years ago as a way to address a variety of health and safety concerns in the village will be documented through interviews, oral histories, and village documents. Second, the university researcher will work with the current village mayor and other community members to facilitate and evaluate continued community development in the village. Third, we will work toward the formulation of a model of community development as a way to promote community wellness in rural Alaska. In our presentation, we will discuss the collaborative process of this project and will present preliminary findings.

[227] Discovering Alaska Native Pathways to Sobriety

K. HAZEL¹ AND M. STACHELRODT²

¹University of Alaska Fairbanks, Fairbanks, AK; ²People Awakening Project, Fairbanks, AK

The People Awakening Project (PAP) is a collaborative study between Alaska Natives and university researchers with the goal of providing an Alaska Native understanding of the sobriety process. It originated in response to concerns expressed by Alaska Natives that no research has documented the successes and gains made in fighting alcoholism within Native communities or indigenous ways of achieving sobriety. The first phase of the research has focused on collecting and analyzing narratives of sobriety across five Alaska Native cultural groups. Community co-researchers have challenged us to think through the research process and to evaluate the relative merits of each approach. Their questions and insights have assisted us in clarifying assumptions and improving the cultural validity of our research. Our presentation will be from the perspectives of both university researchers and community collaborators. We will address a number of issues relevant to university-community collaborations and cross-cultural research, including: 1. How a participatory model and an indigenous context influence the way in which we work. 2. The changes and compromises that were made. 3. How the participants in the process were changed. 4. How the tangible benefits of our project were increased by the participatory model.

[228] Ch'eghutsen': A Culturally-Based Service System for Alaska Native Children

J. ALLEN¹, C. NATION-CRUIKSHANK² AND T. CANTIL¹

¹University of Alaska Fairbanks, Fairbanks, AK; ²Circles of Care, Fairbanks, AK

Ch'eghutsen' is a culturally grounded children's service system to address the mental health needs of Alaska Native children in the interior of Alaska. The model is the result of a collaborative planning effort involving Tanana Chiefs Conference, Fairbanks Native Association, and the University of Alaska Fairbanks. This strategic planning effort is directed by a Planning Council of Alaska Native consumers, family members, community leaders, and elders. As point of departure, the Planning Council developed an indigenous definition of serious emotional disturbance in children. This differed quite dramatically from existing definitions, and led to a service system model distinct in content and focus from mainstream interventions. The resulting system is grounded within Athabaskan cultural practices, the local ecology of extended family and close knit rural village structures, and a community development framework. It seeks to train Native community residents selected by their local tribal governments as

service providers who help create a village-based children's care team network using the strategies of a community readiness framework. The presentation will highlight elements of this planning process and some of its accomplishments, will describe key components of the intervention model, and in particular, will emphasize the role evaluation research played within the collaborative planning process.

FRI 2:15-3:30PM Senate

[229]

Real World Contexts in Program Evaluation

J. TEDES¹, M. CHINMAN¹, N. WARD¹, J. KAUFMAN¹, C. CONNELL¹, E. ROSS¹, C. CRUSTO¹, B. NANGLE¹, J. BERRYHILL¹, S. BOWLER², A. WANDERSMAN³, P. IMM³ AND E. TRICKETT⁴

¹Yale University, New Haven, CT; ²Department of Children, Youth & Families, Providence, RI; ³University of South Carolina, Columbia, SC; ⁴University of Illinois-Chicago, Chicago, IL

Program evaluation involves systematic inquiry into the process, effectiveness, and/or utility of a social intervention. Evaluators are often challenged by real world contexts when conducting an evaluation. Four current contexts confronting evaluators are illustrated by the following questions: 1) How can evaluations be designed to maximize their relevance for policy development? 2) How can evaluations empower program participants and/or providers who have a direct stake in its results? 3) How can evaluations be designed so that they are sensitive and relevant to individuals of different racial or ethnic groups? And, 4) How can evaluations of "science-based" programs that have been exported from randomized trials generate knowledge relevant both to science and practice? This 75-minute roundtable discussion will begin with brief introductory comments by the chair and conclude with a discussant's remarks. Four 10-minute presentations will address each of the four questions above. To encourage audience participation, at the beginning of the roundtable, audience members will be asked to identify which of the four presentations drew them to the session, and then encouraged to share their perspective about the issues raised in that presentation when it is completed. This will build audience participation into the session and ensure an active dialectic.

FRI 2:15-3:30PM House

[230]

Methodological Issues and Challenges in Conducting Participatory Action Research

R. TAYLOR¹, C. KEYS², G. WHITE³, M. MATHEWS³ AND L. JASON¹

¹DePaul University, Chicago, IL; ²University of Illinois at Chicago, Chicago, IL; ³University of Kansas, Lawrence, KS

This roundtable will involve a discussion of formal and informal methodological issues and challenges that arise in the process of conducting participatory action research. Individuals serving on the panel will offer a wide range of experiences conducting participatory action research with a variety of community-based organizations. Experiences range from working with poverty programs staffed by indigenous volunteers, to actively collaborating with and researching members of self-help groups, to collaborating with and researching consumers of independent living centers and other advocacy-based organizations serving individuals with disabilities. The discussant will ask panel members and audience members to comment on the following cross-cutting themes and their emergence in the process of conducting participatory research: (1) Promoting social action/social justice agendas in participatory research; (2) Training participatory action researchers; (3) Power considerations in the research relationship; (4) Readiness for change issues for agencies and consumers; (5) Juggling multiple roles as participatory action researcher; (6) Empowerment and the question of who ultimately is being served; (7) Practical issues that emerge in project implementation over time; (8) Lessons learned from project mistakes.

FRI 2:15-3:30PM Court

[231]

How Can Community Psychology Best Assist LGBT Community Organizations?

A. LUCKSTED¹ AND G. HARPER²

¹University of Maryland Baltimore County, Baltimore, MD; ²DePaul University, Chicago, IL

SCRA's Lesbian, Gay, Bi, Transgender (LGBT) interest group is exploring ways that LGBT organizations and community psychologists can collaborate for mutual benefit. For the Biennial we propose a town meeting where conference attendees and Atlanta-based LGBT organizations discuss strategies for working together. We will provide participating LGBT organizations with background on the conference, SCRA, community psychology, and the meeting's purpose/ format beforehand. Conference-goers will receive a contact list of the LGBT organizations. First, LGBT group representatives will describe their work and challenges -- including areas where community psychologists may be able to assist, and their history, if any, of working with community psychologists and related professionals. Conference attendees will be invited to contribute their ideas and experiences about collaborations and working with LGBT groups. We will then facilitate discussion about: a) types of working relationships, b) creating collaborations, c) differing organizational cultures / agendas of community groups and psychologists, and d) effective, efficient sharing of information and resources. These discussions will be guided so that both conference attendees and the organization representatives leave with practical options and a deeper understanding of the potential for mutual benefit in working together.

FRI 2:15-3:30PM Sinclair

[232]

Understanding Contemporary African American Issues: A Historical Context

T. MOORE¹

¹University of Illinois at Urbana-Champaign, Champaign, IL

McNeill (1986) says one of the functions of history is to demythologize myth. The proposed symposium will demonstrate how the historical record is a serious source of data for understanding the populations, settings, and constructs of interest to community psychologists. Three psychologists and an historian will present historical accounts of African American life in the context of family, racial identity, labor/political struggle, and self help. Historical analysis can demythologize the African American experience for psychologists while providing a more realistic foundation for understanding contemporary Black America. The discussant a proponent of the integration of history and psychology will tie the presentations together and draw out implications for community psychology theory and action.

[233]

Louisville & Nashville African-American Railroad Workers in Louisville, Kentucky

R. WIGGINTON¹

¹Rhodes College, Memphis, TN

Noted historian Robin Kelley contends that the "grins and lies" that African-American laborers have historically displayed to whites enables blacks to wage a kind of underground battle with their employers/suppressors. Further, Kelley argues that this tactic has worked over time because American culture, since the early days of slavery, has worked vigorously to see blacks as happy and content with their status in society, and that any forms of public discontent were probably inspired by "outsiders." Recent African-American work culture scholarship, however, has done much to debunk this myth that blacks were/satisfied with their restricted economic opportunities. By exploring multifaceted analyses that considers the away-from-work communities, the particular industry and region of the country, historians have begun to recognize that black workers were not as passive as they've been presented over time. Rather, they found

subtle and sophisticated methods to reject and protest racially-based inequities. To exemplify how such tactics were implemented, I will look closely at the black railroaders who worked for the Louisville and Nashville Railroad in Louisville, Kentucky, and demonstrate that while they rarely displayed discontent on the job, as leaders within their home communities, they often participated in initiatives that challenged both the city and company racial policies.

[234]

Historical Analysis of the African American family

M. WILSON¹

¹University of Virginia, Charlottesville, VA

Historical analysis of the African American family is considered. The development, maintenance and status of the African American family within the context of four major historical periods are covered slavery (pre-1865), reconstruction (1865-1880), civil rights struggles (1880-1965), modern political era (post-1965). Throughout African American family's long eventful history, recurring issues and themes such as social structural inequities, socioeconomic difficulties, unstable interpersonal relationships, and health concerns have contributed to the persistence of the extended family form. Currently, AIDS and the crack cocaine pandemic has stirred new concerns about the survival of the African American extended family. The historical analysis will be organized around contextual issues of adult resources, familial support, and parenting strategies. Special attention will be devoted to the role of fathers in family life. In addition, the dominant cultural norm of the African American extended family that has prevailed for successive generations will be discussed. The historical review highlights the view that family is a natural supportive network that affords its members opportunities for at least economic and instrumental cooperation, informal communications, and reciprocated social and emotional obligations.

[235]

From Negro to African American, from Preordained to Chosen Identity

J. JOHNSTON¹

¹University of Illinois at Urbana-Champaign, Champaign, IL

This paper explores the utility of written historical accounts for informing contemporary examinations of ethnic/racial identity. Scholarly accounts of historical writings during the early to mid 1900's and early twentieth century provide rich narrative data by which an identity of African Americans was articulated. These narratives provide insight into the meaning of racial/ethnic labels, which have been used as the foundation for African American self-assertion. Different identity names reflected different visions of the methods to achieve racial upliftment. Hence, this paper focuses on the self-imposed labels and ideologies that can be compiled from historical record. The methodology of this paper is similar to those used by Critical Race Theorists, who utilize literary narrative knowledge and storytelling to challenge the existing social construction of race. Dissecting the complexities surrounding African American self-naming provides scholars a unique opportunity to compare historical identity ideologies to contemporary conceptualizations of assimilation, integration, separatism, and bi-culturalism. Like critical race scholarship, these historical narratives may help understand and forecast contemporary racial/ethnic identity complexities through illuminating historical struggles around similar issues. Implications for the empirical use of single item race/ethnic variables will also be addressed.

[236]

Garvey, Dubois and the Eternal Tension between Self-help and Advocacy

K. HUMPHREYS¹

¹Stanford University School of Medicine, Stanford, CA

Marcus Garvey and W.E.B. Du Bois shared a passionate commitment to racial justice but disagreed substantially on how best to attain it. Garvey advocated a self-help-oriented strategy in which African-Americans primarily drew resources from each other. In contrast, Du Bois used an externally-focused legal and political advocacy strategy intended to extract justice from white society. Relying on the historical record this presentation

will examine the lives of these two remarkable early 20th century figures and explore the sources of their rivalry. The contrasting philosophies and life experiences of Garvey and Du Bois will be examined not only for their inherent interest, but also because they are a microcosm of a larger differences in opinion among African-Americans on how best to achieve full participation in American society. To promote discussion, the presenter will conclude by posing two challenging questions: (1) How can we create a cultural mindset in which African-American mutual help is supported but is not used as an excuse by Whites for inaction on racial justice issues? (2) Over the next 20 years, will the quality of life in African-American communities be more strongly influenced by how Whites treat African-Americans or by how African-Americans treat each other?

FRI 2:15-3:30PM Lucerne

[238]

School Culture: A Challenge to Social Change

N. HYLAND¹, T. GATHRIGHT², R. LANGHOUT³ AND J. HUNTER WILLIAMS⁴

¹University of Delaware, Newark, DE; ²University of Illinois at Chicago, Chicago, IL; ³University of Illinois at Urbana-Champaign, Champaign, IL; ⁴Georgetown University, Washington, DC

This symposium examines the institutional culture of one elementary school as a challenge to social change and empowerment among its stakeholders (i.e., students, parents, community members, and teachers). The papers are derived from a broad collaborative consultation and research project at Woodson School and its historically marginalized community. Each of the action research projects examines the cultural norms and/or dominant ideologies expressed within particular school/community relationships. The norms governing these relationships are examined as a systematically reified reality that creates structural challenges to (a) student engagement in the school setting, (b) antiracist action among teachers, (c) co-ordination of culturally relevant student services, and (d) community engagement and partnership with the school.

[239]

Giving Lip-Service: Barriers to Establishing Antiracist Ethos Among Teachers

N. HYLAND¹

¹University of Delaware, Newark, DE

Educational literature suggests that most successful teachers of students of color express political, social, and cultural understanding and alliance with communities of color. Often, but not always, these successful teachers have lived the reality of racism because they are part of an historically marginalized cultural group. This paper examines the barriers faced by a predominantly white, middle class group of teachers as they examined race and racism in their school context, and attempted to move toward antiracist pedagogy and action. This research is based on a qualitative study of a sixteen-week seminar with twenty-four teachers from the Woodson Elementary School. The author facilitated the seminar, audio-taped each session, and interviewed each participant. Findings indicate that the staff's collective, professional narrative about the students and the local community, which is predominantly African American and low-income, was steeped in deficit myths and was resistant to change. Professional norms of behavior and discourse, administrative policy, local politics, as well as institutional administrative press to remain non-confrontational are examined as barriers to establishing politically and culturally relevant pedagogy among the Woodson teachers. Recommendations for school and community partnership are offered.

[240]

Understanding Over-Referral of African American Students to Special Education

T. GATHRIGHT¹

¹University of Illinois at Chicago, Chicago, Illinois

The disproportionate representation of African American students in special education is a national problem that has plagued both the schools and courts for over thirty years. To begin to unravel and understand the

intricacies of the student referral and assessment process, as it relates to this problem, we must first acknowledge that decisions throughout the process are informed by the personal and collective beliefs of school staff who have considerable decision-making discretion. Teachers and other school staff bring to their daily work their social identities and normalized ways of viewing the school and their students. This may be best understood as ideology and can be represented on multiple levels. Ideology provides a useful framework in which to understand the issue because it not only encompasses individual belief systems but also the collective beliefs and practices of a particular setting constrained by dominant sociopolitical narratives. In this sense, ideology provides an ecological perspective by situating individual beliefs and cultural hegemony in an interdependent relationship. This study offers an ethnographic examination of the individual and collective ideological stances of school staff, providing a cogent description of how and why over referral occurs, as well as their resistance to culturally relevant changes to student services at the Woodson Elementary School.

**[241]
School Structures and Processes Affecting a School-Community Partnership**

J. HUNTER WILLIAMS¹

¹Georgetown University, Washington, DC

Ezekiel C.M.E. Church and Woodson Elementary School are uniting to address systematically a number of problems related to child education through the One Church One School program. Sociological, educational, and psychological theories suggest that community partnerships have the potential to aid schools in improving social and academic competencies, to promote the well-being of community members, and to increase access to social resources. Greater access to and control over one's resources further results in empowerment at multiple levels of analysis. Adopting an action research framework, this research examined the factors that affected the development of the Ezekiel-Woodson collaboration in an effort to understand how such partnerships form and to promote successful relationships. Specifically, the presentation will address the elements of school's culture and structure that either facilitated or hindered partnership development and the empowerment of stakeholders. For example, organizational communication, tension within the organization, and leadership support emerged as highly important to the functioning of the relationship. In addition, the presentation will discuss the policies and procedures that participants developed to address these factors.

**[242]
Facilitators and Inhibitors of Positive School Experiences**

R. LANGHOUT¹

¹University of Illinois at Urbana-Champaign, Champaign, IL

It is widely known that in the North American public school context, African American children are trailing their White counterparts on standardized test scores. Researchers have posited that this is due to the cultural gap between African American students and their teachers, as well as the disenfranchisement of these students and their teachers. This paper examines how children understand different places associated with school (i.e., microsettings), with an eye toward describing what places are associated with positive vs. negative school experiences. Positive experiences should be associated with higher levels of engagement, thus leading to children associating school with a place of inclusion rather than as a place of exclusion. Based on a case study approach, results indicate children have positive associations with places that afford some degree of autonomy and independence, and places where parents and community members are present; both conditions are uncommon in the current school context. Places associated with negative experiences are those where there is little autonomy and independence, and where children perceive differential treatment based on race. Implications include modifying current school microsettings and creating new microsettings that allow for independence, autonomy, and community collaboration in order to facilitate children's school engagement.

[243]

Discussion of Papers

D. STOVALL¹

¹University of Illinois at Chicago, Chicago, IL

FRI 2:15-3:30PM UL302

[244]

Evaluation within the American Cancer Society: Achieving the Mission

I. SMITH¹

¹American Cancer Society, Atlanta, GA

The American Cancer Society (ACS) is an 87 year-old community-based voluntary health organization dedicated to eliminating cancer as a major health problem by preventing cancer, saving lives, and diminishing suffering through research, education, advocacy, and service. It is widely accepted that this mission can not be accomplished without a strong emphasis on program evaluation. ACS has built its organizational capacity for evaluation by forming both intra and inter-organizational partnerships, including collaborations with graduate schools of Public Health, independent evaluation contractors, and ACS national and field staff. This symposium will present these multiple perspectives on evaluation work within ACS.

[245]

The American Cancer Society's National Department of Evaluation

E. AVERY¹

¹American Cancer Society, Atlanta, GA

This presentation will provide a brief overview of the mission and structure of the ACS, and how the Evaluation Department seeks to respond to the evaluation needs of the organization. In 1995, a one-person evaluation function was created at the National Home Office (NHO) in response to increasing internal and external demands for program evaluation. Since then, the function has evolved into the Evaluation Department with two coordinated sections, one responding to evaluation needs emerging from the NHO and the other responding to evaluation needs at the regional, state, and local levels. Evaluation Department staff work in collaboration with ACS program staff and professional evaluators to conduct evaluations ranging from local assessments of program implementation to nationwide studies. The utilization-focused model of evaluation guides the Department's work, and the Department seeks to enhance ACS' evaluation capacity by providing technical assistance and training to staff at all organizational levels and drawing on expertise through a network of professional evaluators nationwide. Significant gains have been made in integrating evaluation into the functioning of ACS and enhancing evaluation capacity but challenges still remain.

[246]

The American Cancer Society's Collaborative Evaluation Fellows Project

R. GLOVER-KUDON¹

¹American Cancer Society, Atlanta, GA

The Collaborative Evaluation Fellows Project (CEFP) establishes partnerships between universities and ACS to increase the organization's capacity for evaluation and to provide university faculty and graduate students with practical experience in evaluating cancer control programs. Through CEFP, graduate students, primarily in public health, conduct evaluation studies under faculty supervision. Although CEFP is administered at a national level, studies produced through CEFP are developed and implemented at the local level, enabling long-term, institution to institution relationships to develop over time. A utilization-focused evaluation approach is used to ensure that evaluation studies are practical, low-cost, timely, and high-quality and to maximize the likelihood that evaluation findings will ultimately be used for programmatic improvement. Active participation in the evaluation by an advisory group of program stakeholders is central to the process. The presenter will discuss benefits

and challenges with this evaluation approach, the roles and responsibilities of participants throughout the evaluation process, tools for technical assistance, and successes and barriers to effective collaboration.

[247]

Evaluation and the American Cancer Society's Program Development Process

R. MOSS¹

¹American Cancer Society, Atlanta, GA

This presentation will provide an overview of the ACS program development approach and how evaluation is integrated into the life cycle of a program. ACS's National Cancer Control Department has recently instituted a process for program development that outlines six stages in the life cycle of a program, beginning with identifying program needs and continuing through field implementation and the evaluation of program outcomes. The intent of this process is to generate priority community cancer control programs, based on sound theory and research, that have been field tested to demonstrate effectiveness and the capacity required for implementation. The process also seeks to ensure that there is some level of standardization and consistency of ACS programs nationwide while allowing for the tailoring required to make programs appropriate for diverse communities. Evaluation is integral to this process and is specified at stage 3 for developing and field testing the program prototype, and stage 6 for assessing outcomes after implementation. Program development staff are also encouraged to consult with National Evaluation Department staff and external professional evaluators throughout the process, beginning in the early planning stages, to appropriately lay the groundwork for both process and outcome evaluation.

[248]

Evaluation and the American Cancer Society: Independent Evaluator's Perspective

J. CHAMBLISS¹

¹Chambliss & Associates, Marietta, GA

This presentation will offer the perspective of an independent evaluation consultant, who is a community psychologist, and who has worked with the ACS Evaluation Department to conduct a number of evaluation studies for NHO Departments. The nature and scope of these studies have ranged from the evaluation of an international cancer control conference to the cross-site field testing of cancer control programs at local community-based unit offices, in preparation for national roll-out. These experiences have allowed the presenter to gain special insight into how evaluations are conducted and findings are used within the ACS. The evaluator will discuss how the structure used by ACS to conduct evaluations facilitates the implementation of the action research paradigm used by community psychologists and leads to the dynamic utilization of evaluation findings at each stage of the research process. In addition, the presenter will explore the implications for empowerment of using an evaluation committee structure, which gives multiple diverse stakeholders the opportunity to have input into each phase of the research design and implementation, and to assist with the interpretation of the results.

FRI 2:15-3:30PM UL201

[249]

Exploring Multi-faceted Approaches to Violence Prevention

E. SMITH¹, A. MEYER², A. HORNE³, P. NICKOLETTI⁴, B. REITER-LAVERY⁵ AND L. REESE¹

¹Centers for Disease Control, Atlanta, GA; ²Virginia Commonwealth University, Richmond, VA; ³Department of Counseling and Human Dev. Services, Athens, GA; ⁴Institute for Juvenile Research, Chicago, IL; ⁵Center for Child and Family Policy, Durham, NC

Violence is the second most prevalent cause of death for youth between the ages of 15 and 24, a substantial public health issue. Homicide by youthful perpetrators increased 154 percent in the 1980's and remains unacceptably high. Research studies have examined the effectiveness of violence prevention approaches. There is diversity in the theoretical underpinnings and the focus. This presentation will examine some of the more promising approaches to violence prevention with middle-school

students, with teachers, with families, and with approaches that bridge home and school. This symposium furthers the conference goals by exploring community-based approaches to preventing human problems.

[250]

Universal Social-Cognitive Approaches for Middle School Students

A. MEYER¹

¹Virginia Commonwealth University, Richmond, VA

The Responding In Peaceful, Powerful, and Positive Ways (RIPPP) curriculum is a universal social-cognitive violence prevention program focused primarily on situational and relationship violence. Efforts to link the student-focused program (RIPPP) to the teacher-focused program (TIPPP) have centered on ways to incorporate perspectives on bullies, victims, and bystanders, as well as intensified strategies for changing school norms, into an already existing, empirically supported universal violence prevention program. The goal of RIPPP is to increase adolescents' capacity, motivation, and perceived social support to respond to developmental challenges in prosocial ways. RIPPP represents an application of theory and research on social cognition and aggression to violence prevention in early adolescence. The 6th grade RIPPP program consists of 22 40-minute lessons that are facilitated by a prevention specialist once a week. Through repeated use of a problem-solving model and non-violent options students learn strategies for resolving conflicts peacefully. Students also learn that as an active bystander, they can play a positive role in preventing violence around them. To ensure that the skills are taught in ways that are both contextually and culturally relevant, specific contextual and cultural goals have been articulated for both the content of activities and for methods to facilitate activities.

[251]

Supporting Teachers in Promoting Effective, Nonviolent Classrooms

A. HORNE¹ AND P. ORPINAS¹

¹University of Georgia, Athens, GA

Teaching to Increase Peaceful, Powerful and Positive Classrooms (TIPPP) is a program designed for use with teachers to facilitate classroom management, the reduction of violence and aggression in schools, and the support of victims and bystanders in the educational process. The program is universally implemented with all teachers and their students in the grades participating in training. The goal of TIPPP is to increase teachers' knowledge, application of skills, and self-efficacy for better teacher-student and student-student interactions. The program is offered through 12 hours of training occurring before the start of school or as in-service training. Training is followed by bi-weekly teacher support and problem-solving meetings. The support provided by teaching groups provides ongoing motivation, encouragement, and skills development for addressing the reduction of bullying and victimization in classrooms and other high impact areas of school. The program has been demonstrated to be teacher and student relevant and effective for reducing student aggression in schools, increasing teacher motivation to address student concerns, and facilitating change of attitudes, beliefs, and school norms in the ecology. The program has been field tested and this presentation will provide an overview of the developmental components and current status of the intervention.

[252]

Using Multiple-Family Parenting Groups in Violence Prevention

P. NICKOLETTI¹

¹Institute for Juvenile Research, Chicago, IL

This presentation will describe an approach to violence prevention with families. In particular, the presentation will offer a description multi-family focused intervention. The intervention evolves around a "multiple family group" consisting of 4-6 youth at risk for violence and their families (parents/caregivers) who meet weekly for 20 weeks. In general, the approach uses an ecological-developmental perspective that emphasizes parenting skills and management of family relations, children's developmental abilities and challenges, as well as the potential and challenges of communities/environments in which families reside. The intervention

emphasizes the power of the group process in enhancing families' awareness of their members, generating meaningful solutions to problems, and cultivating supportive networks. The intervention seeks to: a) strengthen effective parental monitoring and supervision of children; b) promote care and respect of family members through discipline and support; c) increase parent and child life-coping skills in managing behavior; d) foster healthy, respectful, and effective family communication and problem-solving skills; e) promote strong family-school partnerships; and f) develop goals for the future for each family member. This project formed collaboratively across four academic research programs with experience with families of diverse ethnic and regional backgrounds.

**[253]
Bridging Home and School in Efforts to Reduce Aggression & Underachievement**

B. REITER-LAVERY¹

¹Duke University, Durham, NC

School staff intuitively understand the importance of developing positive home-school linkages. Yet, they often feel ill-equipped to engage the parents of children most in need of help, such as chronically aggressive students. The parents of these at-risk students may themselves have a poor school history, therefore compounding efforts to engage families in their children's education. Indeed, teachers and parents of aggressive youth often feel a sense of mutual distrust and lack of communication. This prevention program attempts to address school-home linkages in multiple ways. One mechanism to address home-school linkages is by enhancing parent and teacher monitoring of youth achievement and goal attainment. This occurs in two ways. First, the care-givers and youth identify school-related academic, behavioral, and social goals. In addition to meeting with the family, the staff also meet the student on a weekly basis with progress feedback from parents and teachers. These sessions use social-cognitive problem solving techniques to assist the youth achieve the established goals, to monitor student progress, and to facilitate communication regarding progress between parents and teachers. Thus, the intervention staff assist parents' ability to monitor their child's progress in the school setting and facilitate home-school communication.

**[254]
Discussant: Challenges, Issues, & Rewards in Collaborative Multi-site Prevention**

L. REESE¹

¹Centers for Disease Control & Prevention, Atlanta, GA

FRI 2:15-3:30PM UL217

**[255]
Workbooks, Computers, and Internet**

L. L'ABATE¹

¹Georgia State University, Atlanta, GA

The last decade has seen the creation of over 150 mental health workbooks to cover a variety of clinical and non-clinical conditions, from anxiety and depression to procrastination, anger, moodiness, impulsivity, fears, school problems, etc. A workbook is a series of homework assignments focused around a specific topic. An assignment consists of questions, tasks, or exercises for use by individuals (children, adolescents, adults), couples and families. Workbooks offer advantages of cost-effectiveness and mass-production because they are specifically explicit, versatile, and 100% reproducible and replicable. The combination of workbooks, computers and the Internet will allow to reach populations that have been excluded as long the face-to-face, talk-based personal presence and contact model is used. Workbooks, computers, and Internet will be the vehicles for mental health delivery systems in this century.

FRI 2:15-3:30PM Alumni Hall Veteran's Hall

**[256]
Empirical Advances in Sense of Community: Current Issues and Applications**

J. NEWBROUGH¹, B. MAHAN¹, H. BATEMAN¹, D. CHAVIS², A. FISHER³, D. MCMILLAN⁴, D. PERKINS¹, S. REICH⁴ AND C. SONN⁵

¹Vanderbilt University, Nashville, TN; ²Association for the Study and Development of Community, Gaithersburg, MD; ³Victoria University of Technology, Melbourne City, Victoria, Australia; ⁴Nashville, TN; ⁵Edith Cowan University, Joondalup, Australia

Sense of Community has been a major focus in Community Psychology since the publication of the McMillan and Chavis paper in 1986. There have been four special issues of the Journal of Community Psychology devoted to the topic and considerable attention given to it. This program offers several applications of the research, including neighborhoods, schools and a workplace as settings. There is application to a minority population in Australia, and an inquiry into an alternate concept, "community sense of the individual." We offer as discussants McMillan and Chavis (the 1986 theorists) and Fisher, who has worked on the idea in Australia. This is proposed as an innovative program; a combination symposium-poster session. The opening and discussion will be done in convocation, and the papers presented as posters. The format is as follows: opening by Chair (5 minutes), each presenter gives very brief orientation to their poster (15 minutes), open time to read posters (30 minutes), discussion in convocation (25 minutes).

FRI 2:15-4:45PM UL216

**[257]
Workshop on "AnSWR" and "CDC EZ-Text" Qualitative Data Analysis Software**

J. CAREY¹, E. MCLELLAN¹, K. MACQUEEN¹ AND B. MILSTEIN¹

¹Centers for Disease Control & Prevention, Atlanta, GA

Qualitative methods are used by community researchers to understand ecological contexts and social processes. These methods may be used with research designs familiar to investigators trained in quantitative methods (e.g., cohort studies, experiments and quasi-experimental designs, cross-sectional surveys), as well as with designs growing from ethnography. Respondents may be selected through probability or non-probability sampling procedures. Regardless of how they are obtained, the volume of text data generated by qualitative methods often poses a challenge in terms of organization and interpretation, thus requiring specialized software tools. The goal of this workshop is to familiarize participants with the features of two qualitative data analysis software programs: "AnSWR" and "CDC EZ-Text," developed by the Centers for Disease Control & Prevention (CDC). Both programs assist researchers create, manage, and analyze qualitative data sets, as well as coordinate multi-site team-based research. EZ-Text is designed for use with semi-structured interview data. Semi-structured interviews use open-ended questions that are consistently administered to each person in a sample, although the length, complexity, and topical content of the responses may vary widely between respondents. In contrast, AnSWR is designed for use with a broader array of qualitative database structures (e.g., unstructured interviews, focus groups, observational field notes). Both programs have features to help researchers integrate qualitative data analysis results with quantitative datasets (e.g., socio-demographic variables, Likert scales, and health indicators). They also have capabilities for exporting data into common statistical software programs such as SPSS or SAS. Workshop participants will learn the main features of the EZ-Text and AnSWR programs, as well as some of their applications in prevention-oriented research. Workshop prerequisites include familiarity with Windows-compatible software and basic survey research methods. Features of EZ-Text will be presented during the first half of the workshop, and those of AnSWR will be covered during the second half. Workshop topics for both programs include: (1) technical features and operating system requirements; (2) how to create and work with databases; (3) data entry and editing; (4) development of code books and coding qualitative data; (5) how to measure and strengthen inter- and intra-coder reliability in identifying themes present in qualitative text; (6) database search and retrieval for

finding text passages that meet user-specified conditions; (7) data analysis options (e.g., how to create descriptive case studies, conduct stratified analyses, or obtain statistical summaries); and (8) other special functions such as exporting data (text or numeric matrices) for use in other qualitative software programs or for use with statistical software, merging and splitting database files, and using the program on multi-site research projects. Workshop participants will receive complete sets of the installation diskettes and user documentation for both programs. Copies of can be downloaded free of charge via the Internet: <http://www.cdc.gov/hiv/software.htm>

FRI 3:45-4:45PM Senate

**[258]
Exploring the Complexities of Identity: Multiple Contexts, Multiple Identities**

D. COOKE¹

¹University of Michigan, Ann Arbor, MI

This symposium explores theories regarding the ways that individuals construct identities in multiple settings. First, we explain Dominicans' construction of racial categories, and how these categories intersect with their experiences in the United States. Second, we explore the importance of the intersections between individuals' notions of race, ethnicity and Africanism among Black South African students. Finally, we discuss the ways that race, gender and professional identities are influenced by corporate culture. These papers intend to cultivate our knowledge of multiple identity conceptualizations, and the ways that these concepts impact individuals' well-being.

**[259]
Racial Categories: Exploring Phenotype in Dominican Republic**

B. ARAUJO¹

¹University of Michigan, Ann Arbor, MI

Presently, Dominicans constitute one of the largest subgroups of Latino immigrants in the Northeast section of the United States. Most Dominican immigrants are dark-skinned and poor. Complexion and poverty often negatively affect their experiences in the United States, and are known risk factors for adverse mental health outcomes for Dominicans. The present paper will explore the racial categorizations that exist within Dominican culture and the effect of discrimination on the well-being of Dominicans in the United States. The racial categories utilized in the Dominican Republic dates back to their history of colonization. Due to the presence of Europeans, Africans and Tainos, Dominican culture is phenotypically diverse. In one family, the complexion of its members can range from white to mulatto to black. The majority of Dominicans fall into the mulatto category. Similar to African Americans, lighter-skinned Dominicans are given preferential treatment. Many authors have documented how racial discrimination in the United States affects the well-being of dark-skinned Dominicans. Understanding the discrimination as it relates to racial categorization by Dominicans has implications for community research and the advocacy of the needs of Dominicans.

**[260]
What is Black?: Exploring Racialized Identities in a Non-Racial South Africa**

D. COOKE¹

¹University of Michigan, Ann Arbor, MI

The current paper expounds upon the literature on multiple identities in ways that account for black South African's inter-related racialized (Africanism, Black, & Ethnic Group) social groupings. Much of the literature on multiple identities focuses on identities that are separate and conflict with each other. But in South Africa racialized identities define one another, yet are distinct. Brewer (1999) refers to these as nested identities. In South Africa, being a member of an ethnic group, such as Zulu or Tswana, is nested within the broader Black racial group. Race often connotes shared oppression and subjugation (public ideology), whereas ethnicity informs the personality characteristics of being a member of that group (private ideology). Further, the current political and social emphasis on non-racialism in South Africa contradicts the construct of being black. This paper

explores Africanism, Black and ethnic groupings in South Africa, and discusses the implications that their substantive meanings have for a sample of "black" South African University students. Implications for better understanding the relationship between South African racialized identities and well being are discussed.

**[261]
Influences of Corporate Culture: Race, Gender & Professional Identity Negotiation**

L. MORGAN¹ AND C. PHILIP¹

¹University of Michigan, Ann Arbor, MI

Despite the fact that women and ethnic minorities may personally identify strongly with their professions and/or employing organizations, they may not be perceived by others as legitimate incumbents of their professional roles or representatives of their organizations. Women and ethnic minorities are often stereotyped as possessing characteristics that are incongruent with the professional role, such as technical incompetence, poor social skills, and lack of character. In order to establish their credibility, women and ethnic minorities frequently engage in a process of identity negotiation, in which they manipulate the salience and valence of their race, gender and professional identities when interacting with colleagues or clients. This presentation will use impression management theory to: 1) explain the manner in which this process of negotiating between racial, gender and professional identities occurs, 2) highlight the influence of organizational culture, and 3) discuss the implications of multiple identity negotiation for personal and organizational well being.

**[262]
Discussant**

L. GUTIERREZ¹

¹University of Michigan, Ann Arbor, MI

FRI 3:45-4:45PM House

**[263]
International Research in Europe and Other Nations**

P. TORO¹

¹Wayne State University, Detroit, MI

Despite the values of the field, little international research is done on topics of interest to community psychology. This symposium highlights such research. Both research projects to be presented involve intensive attitudinal surveys conducted with large samples (Ns > 600) obtained across 5-6 nations. The methodological challenges of such research include developing comparable survey instruments across multiple languages, working with colleagues with different needs and backgrounds, and coordination of data collection and analysis. The rewards of such research will also be discussed. These include improved research understanding and enriching personal experiences gained by the researchers.

**[264]
The Indivisibility of Human Rights: An International Comparison in Europe**

J. STELLMACHER¹ AND G. SOMMER¹

¹Phillips-Universität Marburg, Marburg, Germany

In the Universal Declaration of Human Rights and in the subsequent International Covenants, two major classes of human rights are distinguished, one consisting of civil and political rights, and the other of economic, social and cultural rights. A standardized questionnaire was distributed in five European countries (Finland, Germany, Norway, the Netherlands, and Yugoslavia) to examine the cognitive representation of Human Rights. Data from 611 students were analyzed with ANOVAs and path-analyses. On the average, the participants were able to list only 3.6 human rights when asked to "name all human rights known to you." Moreover, economic, social, and cultural rights were less known and were evaluated as less important, as compared to political and civil rights. Thus, the common belief among human rights advocates in the indivisibility of all human rights may not be shared by the general population. Finally, a path

analysis reveals that national pride is an important predictor for the perception of human rights violations in the home country. The higher the national pride, the less participants perceived human rights violations in their home country. These results emphasize the importance of more extensive human rights education.

**[265]
Homelessness in Europe and the US: A Comparison of Prevalence and Public Opinion**

P. TORO¹, S. LOMBARDO¹, M. BLUME², Y. YABAR³ AND L. MACKAY⁴
¹Wayne State University, Detroit, MI; ²University of Freiburg; ³University of Quebec at Montreal ⁴University of Glasgow

To help understand the causes of homelessness and identify possible solutions, representative samples of citizens were surveyed by telephone throughout the US (N=360) and 5 nations of Europe (England, Scotland, France, Belgium, and Germany; total N=399). Lifetime experience with literal homelessness was significantly higher ($p < .02$) among US respondents (8.1%) as compared to Europeans (4.0%). Three factor analyses, summarizing 51 survey items, identified 7 dimensions common across the US and European samples. A significant MANOVA and subsequent ANOVAs ($p < .01$) indicated more "compassionate" attitudes towards the homeless among US citizens on: "General Compassion," support for the "Public Rights" of homeless people, and beliefs about their "Trustworthiness." US citizens showed less "compassion" on 2 factors: Stereotypical views of the homeless as "Street People" and beliefs that people are homeless due to their own "Personal Failings." Implications of these findings will be discussed.

**[266]
Discussant
N. DREW¹**

¹Edith Cowan University, Joondalup, Western Australia

FRI 3:45-4:45PM Court

**[267]
Graduate Student Advocacy: Social Change within Community Psychology Programs**

B. WILSON¹, R. BECKER-KLEIN², M. LINDBLAD³, S. MEINRATH⁴, T. GRIFFIN⁵ AND S. ADAMES¹

¹University of Illinois at Chicago, Chicago, IL; ²New York University, New York, NY; ³North Carolina State University, Raleigh, NC; ⁴University of Illinois at Urbana-Champaign, Urbana, IL; ⁵University of Massachusetts, Lowell, Lowell, MA

Community psychologists have a 35 year history of conducting research to influence social policy and community norms. Reflected in the upcoming biennial title, this concept of activism, including who does it and what it looks like, is one worth consistent revisiting. The society of academia is one setting in which community psychologists have opportunities to directly make changes. As graduate students, we deal with multiple obstacles on our paths to obtain our degrees. The current roundtable will highlight some of the actions students have taken to make the road smoother for others. The discussion will focus on strategies used or venues for advocacy, including structural facilitators and barriers to organizing and taking action as graduate students. The SCRA student representatives will facilitate the discussion and serve as one example of advocacy, as well as present other social change initiatives in which they are independently involved. Additionally, three other panelists will present their approaches to giving graduate students a voice within their universities. These strategies include conducting action research, organizing student initiatives, and serving as an information broker between faculty and students. We will conclude by discussing the implications of different approaches to advocacy within the context of community psychology programs.

FRI 3:45-4:45PM Sinclair

**[268]
Teacher-Child Relationships across Developmental Stages: Why They matter.**

E. GERBER¹, M. WHITEBOOK¹, A. MIKAMI¹, M. BOUCHER¹ AND A. GREGORY¹

¹University of California, Berkeley, Berkeley, CA

When students fail, government and schools attribute academic difficulties to cognitive or learning problems. We question this approach given that academic learning is embedded in a context of relationships between children and teachers. Similarly, empirical studies have neglected relationship-based factors that contribute to children's learning. This roundtable will depart from previous work by bringing together three different aspects of teacher-student relationships and their impact on children's learning from preschool to high school. First, from the perspective of teachers' needs, we will consider work-family supports that enhance sensitive caregiving and promote positive emotional development, an important task of early schooling. Second, from the perspective of classroom climate, we will consider how middle school teachers' instructional practices foster positive relationships, essential for more equitable learning environments. Third, from the perspective of students, we will consider how a sense of connection with teachers promotes academic growth across the high school years. Additionally, this roundtable will stimulate dialogue about the challenges of harnessing teacher-child relationships as resources to promote children's school success, across developmental stages.

FRI 3:45-4:45PM Lucerne

**[269]
Engaging Government and Building Constituencies to Advance Community Psychology**

C. CORBETT¹

¹Albany, New York

At the last Biennial conference, Seymour Sarason spoke about his experiences and views of Community Psychology. During the one-hour conversation, he recounted various observations and raised various points. At one point Sarason expressed that his greatest regret was failing to involve government and understand its needs. At another point, he went on to state that Community Psychology is all about constituencies - finding, developing, and maintaining them. Can these two points be viewed as a message by Sarason prescribing needed future directions of the field? While this cannot be known with certainty, it does provide sufficient basis for discussions about the current state of the field and his comments can act as a catalyst for discussions as to where we are, and where we should be headed. The first 40 minutes will be devoted to soliciting participants' views regarding the role of government and developing constituencies to advance social problem solving. The discussion will explore participants' views of whether engaging government and building constituencies is important to advance the state of the field. Two specific avenues will be proposed if the group does not identify them: engaging government and building constituencies first through expanding membership of SCRA to be more inclusive, and second, by including government and community constituencies in our theories, models, and practice of social problem solving. The results of the latest Presidential survey will be cited which shows that membership by work setting reflects less than 5% of respondents representing government and less than 10% representing community-based or nonprofit organizations. Our membership is predominantly academic in nature - government and community based constituents are largely absent from participation in the Society. Participants will then be challenged as to how they might create theories or models that would capture the inclusion of government and other community based constituencies. Can this be done? Would such models and theories be ethnocentric or could they be constructed to apply across culture and geography? The remaining 20 minutes will present a theory and practice of social problem solving which relies upon the universal concept of community as a set of relationships and resources and the Sector level of analysis, to create a cross-national model of social problem solving. This refers to a three Sector model which includes

the Government, non-profit, and profit making sectors. Further, the overhead presentation will illustrate six other models and the evolution of this model and how it operationalizes social problem solving, including the potential role and participation of the various stakeholders in the community. The model illustrates that cross-national models can be created to help articulate and coordinate the potential role of governments and other community constituents to advance social problem solving. Finally, participants will be challenged to develop alternative, competing theories and models that not only capture the key constituents as identified by Sarason but potentially advance social problem solving internationally, across geographic cultural, and political bounds.

FRI 3:45-4:45PM Lanier

**[270]
Exposure to Violence, Life Stress, and Psychosocial Adaptation Among Urban Youth**

E. OZER¹

¹University of California, San Francisco, San Francisco, CA

How should research concerned with the impact of exposure to violence and other stressors on youth conceptualize and assess positive outcomes in a manner that is meaningful to communities and contributes to theoretical and empirical understanding of resilience? Empirical findings investigating the relationship between stress and psychosocial functioning from three studies of urban youth will be presented. The role of familial, school, and community contextual factors in promoting resilience will be examined, and practical and conceptual issues in defining and assessing resilience in community research with urban youth will be highlighted.

**[271]
Violence and Adaptation among Urban Middle School Students**

E. OZER¹, R. WEINSTEIN² AND M. SCHOTLAND³

¹University of California, San Francisco, San Francisco, CA; ²University of California, Berkeley, Berkeley, CA; ³California State University, Fullerton, CA

In many urban communities, youth negotiate the threat of violence in their daily lives, in addition to the other "normative" demands and stresses that accompany their social, physical, and intellectual development. This longitudinal study examines the relationship between self-reported exposure to violence, daily hassles, and psychological functioning among a school-based sample of 82 ethnically-diverse, urban adolescents. The contributions of exposure to violence and daily hassles in 7th (Time 1) and 8th grade (Time 2) to explaining self- and teacher-reported symptoms and adaptive functioning at Time 2 will be investigated, along with the role of individual and contextual factors that may promote positive functioning. Preliminary analyses indicate that recent exposure to violence - i.e. within the previous 6 months - is a robust predictor of self-reported anxiety and re-experiencing symptoms, as well as teacher-reported adaptive functioning at Time 2. Exposure to violence assessed at Time 1 - i.e. 18 to 24 months prior -- was not predictive of self- or teacher-reported psychological functioning at Time 2. The presentation will highlight the outcomes of adaptive functioning, and the challenges of meaningfully identifying "resilient" outcomes in research with urban adolescents exposed to multiple types of chronic and acute stress.

**[272]
Violence, Competence, and Hope in African American Pre-Adolescents**

W. KIEWER¹, J. NELSON¹, J. ZACHARIAS¹, R. MEJIA¹, R. DIEHL¹, L. DUNCAN¹, A. SHILLADY¹ AND L. PLYBON¹

¹Virginia Commonwealth University, Richmond, VA

Using extensive interview data, we present information on the relations between community violence exposure, social competence, and hope among 100 9 to 12 year old African Americans living in the inner city of Richmond, VA. We discuss individual-, family-, and community-level moderators of these associations, and explicitly test three potential patterns of moderation, based on Luther et al.'s (2000) terminology. For example, some protective factors stabilize children's adjustment despite increasing risk; some promote enhanced competence in the face of increasing risk; and

some lessen the impact of increasing risk on adjustment. We discuss how these patterns of moderation differ across protective factors and across outcomes, and discuss distinctions between measures of positive adjustment and indicators of negative adjustment. In our presentation we highlight implications for interventions with families who face a range of environmental stressors, including poverty and crime.

**[273]
Adolescents' Positive Functioning in Urban Neighborhoods Varying By Risk**

J. TREUTING¹, D. HENRY¹, J. SLAVICK¹, D. GORMAN-SMITH¹ AND P. TOLAN¹

¹University of Illinois-Chicago, Chicago, IL

This presentation will focus on positive behaviors and outcomes within a large sample (N = approximately 300) of African-American and Mexican-American adolescents growing up in some of the most highly stressed and violent neighborhoods in the urban U.S. The primary goal of this presentation is to explore the practical and theoretical challenges inherent in defining indicators of positive functioning among individuals in high-risk situations. The presentation also reports on the relations between indicators of positive functioning and neighborhood context. We define positive functioning as (a) pro-social behaviors such as helping, giving, and protecting; (b) involvement in positive/conventional activities within the workplace, community, school, and family; (c) educational expectations and aspirations; and (d) the achievement of sustained interpersonal relationships. We hypothesized that the achievement of these positive behaviors would depend on contextual influences (i.e., neighborhood). In this presentation, we will report on effects on positive behavior that vary by neighborhood characteristics; with the presence of strong neighborhood social processes, such as youth monitoring and neighbor support explaining that variation

**[274]
Discussant
I. SANDLER¹**

¹Arizona State University, Phoenix, Arizona

FRI 3:45-4:45PM Capital

**[275]
Community Health Research: Addressing the Needs of Multicultural Populations**

S. TORRES-HARDING¹ AND L. JASON¹

¹DePaul University, Chicago, IL

The symposium will present cross-cultural considerations when designing and implementing research and interventions that promote health and that address chronic illness, as well as issues related to entering culturally diverse communities. Three presentations will explore challenges and considerations for community-based health research when working with ethnically diverse groups. These concepts will be illustrated using examples from research and interventions with African-Americans, Latinos, and South Asian populations.

**[276]
Addressing Multicultural Issues when Investigating Chronic Illness**

S. TORRES-HARDING¹, L. JASON¹ AND R. TAYLOR¹

¹DePaul University, Chicago, IL

This presentation will focus on the issues of community-based health research with multicultural populations. Specifically, it will present the case of one chronic illness, chronic fatigue syndrome, which has typically been defined as an illness largely confined to the White/Caucasian ethnic group. However, results from a community-based epidemiological study indicate that this illness occurs across different ethnic groups, contrary to popularly held misconceptions about this illness. Indeed, this illness may be even more prevalent among African-Americans and Latinos. Findings from this research study will be used to illustrate challenges that arise when investigating health and chronic illness issues in multicultural populations.

Topics that will be presented will include cross-cultural differences in the number and types of symptoms reported, acculturation issues, recruitment issues, and steps taken to address the needs of non-White participants throughout the research process. Finally, the importance of qualitative research will be presented as a way to understand the illness experience of people across cultural groups, as well as an exploration of how addressing cultural considerations are consistent with community psychology values.

**[277]
The Use of WebTVs to Impact Health Behaviors of African-Americans**

L. KINNEY¹ AND Y. SUAREZ-BALCAZAR¹
¹Loyola University (Chicago), Chicago, IL

Recent research indicates that African-Americans are more likely to turn to the Internet for health care information than any other group. This finding has significant implications for the importance of Internet access to African-American communities. The current study involves a community-based initiative called Every Block a Village (EBV) Online, developed in Chicago's Austin neighborhood, with the goal of equipping residents with technology to access health resources and to address health and safety issues. Health indicators for this economically depressed low-income African-American community suggest that members of the community are dealing with health risks far greater than their white counterparts. The results suggest that African-Americans can benefit by using the Internet to search for health information, health resources, and information about medication. WebTV use impacted health conditions such as diabetes, weight management, and pregnancy. Within the framework of the current WebTV intervention, self-reports indicate that health has been a frequently searched for topic, second only to community related information. Data also suggest that the Internet was often used to support the interest in spiritual and religious information. Presenters will illustrate the importance of using technology to actively promote healthy behaviors.

**[278]
Entrance into South Asian Communities**

R. CHIMATA¹
¹DePaul University, Chicago, IL

While community psychologists have extended their services to a variety of ethnic groups, they continue to experience difficulties in entering certain communities and are unable, or perhaps, unwilling, to enter others. Specifically, there continues to be controversy around doing interventions with disadvantaged groups, for there is always a question of whether the communities actually benefit from the intervention. Often, interventions neglect important cultural facets of these communities, highlighting that community psychologists have much to learn about diverse populations. Moreover, there are some underserved ethnic groups with pressing needs of whom community psychologists have either not become cognizant or whom they have simply ignored. The goal of this presentation is to increase awareness of the cultural distinctiveness that characterizes one particular immigrant group in the United States. Namely, the author will discuss cultural dynamics that are unique to South Asian American communities. The author will also describe the cultural nuances that became apparent through direct experiences with this group. In addition, the author hopes to elucidate some of the obstacles and impediments that community psychologists may face when working with this community. Finally, the implications for community-based health interventions with South Asian American communities will be discussed.

FRI 3:45-4:45PM Golden Key

**[284]
Housing Crisis in Michigan**

J. GOMEZ¹
¹Michigan State University, East Lansing, MI

This symposium presents the results of three different efforts to address the housing crisis in Michigan. The first concerns the availability of affordable housing, the second concerns quality of life in public housing, and the third concerns users of shelters for the homeless.

**[285]
Affordable Housing**

R. LAMORE¹
¹Michigan State University, East Lansing, MI

As community-based organizations become more involved in the production of affordable housing, the need of measuring productivity becomes critical. The study involved uses surveys and case-studies in rural and urban areas of Michigan. Key differences are identified. Those involved in production of affordable housing will be exposed to a data set not available anywhere.

**[286]
Public Housing Leadership**

C. STARKS¹ AND C. STAUFFER¹
¹Michigan State University, East Lansing, MI

Beginning Fall 2000, Michigan State University is engaged in providing leadership training and technical assistance to Public Housing Resident Commissioners and Resident Council Leaders as part of MSU strategy on housing assistance. This training and TA is to empower PH leaders and encourage networking among participants to address critical PH issues in Michigan. Participants will attend a series of training sessions, graduates will form a peer support network, which will provide long-term continual leadership support to Resident Commissioners and Council Leaders. This program is unique in the sense that it forms part of an institutional strategy to address the housing problem for low-income populations.

**[287]
Homeless Study**

J. SCHWEITZER¹
¹Michigan State University, East Lansing, MI

In cooperation with the Kent County Health Dept., the Kent County Dept. of Community Development, and the Salvation Army, a team from Michigan State University conducted a research project on homelessness. The team collected and analyzed over 11,000 intake forms from 13 emergency shelters in the Grand Rapids area. This unique data set describes the characteristics of homeless shelter occupants and trends in shelter use, and can be used to increase the understanding of factors affecting homelessness in Kent County, Michigan.

FRI 3:45-4:45PM UL302

**[279]
The Cool Girls Experience: A GSU-Atlanta Community Collaboration**

J. FOSTER¹
¹Georgia State University, Atlanta, GA

The three sections of this symposium will present a brief description of Cool Girls Inc., results from the evaluation, and participant perspectives. Cool Girls combines a comprehensive after-school curriculum with adult mentoring to intervene in the lives of inner-city, ethnic minority girls, ages 8-14. Time will be allotted for the audience to direct questions to the Cool Girls staff, GSU evaluation team, and the Cool Girls participants.

**[280]
The Cool Staff: Promoting the Healthy Development of Young Girls**

L. BORRERO¹, D. WHITE¹ AND P. HURST¹
¹Cool Girls Inc., Atlanta, GA

In this presentation, a brief history of Cool Girls Inc., an overview of the volunteer component, and a description of the development and implementation of the Cool Girls curriculum will be provided by the staff of this community based program. Cool Girls is an after school program for elementary and middle school girls in the Atlanta area. The program is currently implemented at 5 sites. The program is dedicated to promoting health and wellness, academic achievement, awareness of life opportunities,

and decision-making skills in young girls. The program utilizes mentors, tutoring, field trips, and other activities to accomplish its objectives. A brief video illustrating the program in action will be shown.

**[281]
The Cool Evaluators: Overview of Program Evaluation Process and Findings**

P. HOLDITCH¹, J. FOSTER¹, K. BROOMFIELD¹, J. ADAMCZAK¹, G. KUPERMINE¹ AND J. EMSHOFF¹

¹Georgia State University, Atlanta, GA

In this presentation, GSU evaluators will discuss the development of the evaluation of Cool Girls, Inc., the results from the first year of the evaluation, and improvements made to the evaluation in its second year. Using a quasi-experimental design, the evaluation examined data from 42 participants and 37 demographically matched comparison girls to assess the impact of program participation on the four main components of the Cool Girls curriculum: academic achievement; health, wellness, and nutrition; awareness of life opportunities; and decision-making skills. Pre and post test data were collected, end of year school records were obtained, and focus groups were used to provide supplemental qualitative information. Relative to the comparison group, Cool Girls reported increased knowledge about health and nutrition and were more likely to delay initiation of substance use. Focus group findings and quantitative results from the first year were used to inform changes to the second year of the evaluation.

**[282]
The Cool Girls Speak Out: Participant Perspectives**

K. BROOMFIELD¹, P. HOLDITCH² AND J. FOSTER³

¹Georgia State University, Atlanta, GA

"The best thing about Cool Girls is that they help us feel good about ourselves." This quote illustrates how program participants describe their experience. This portion of the symposium is a presentation by and about Cool Girls, who will describe their experiences within the program and the impact this program has had on their lives. Many times the voice of the least heard in program evaluations is that of the program participants. Participants are used by evaluators to measure outcome variables without their input. Why does this happen when participants are most impacted by program changes? During the Cool Girls evaluation, evaluators made a special effort to assure that the voices of the girls were heard. Cool Girls were involved in the development of the measure as a part of a pilot survey and as participants in focus groups held during the pilot stage and during the course of the evaluation. Girls provided input on comprehensibility, length, validity, and other areas we neglected to measure. Focus group data were to garner information regarding their attitudes and experiences within the program.

FRI 3:45-4:45PM UL201

**[283]
Ethics and the Role of the Evaluator in Action Research**

B. MAHAN¹ AND S. REICH¹

¹Vanderbilt University, Nashville, TN

This discussion will focus on the roles and ethical obligations of the evaluator as both an objective observer and active participant, and how these are characterized in formative and summative evaluation. These topics will be presented first as theory and then through a description of an on-going evaluation of an action research project to integrate mental health services for children with serious emotional disturbances (SED). Some questions to be addressed include when is it appropriate for heavily invested stakeholders to evaluate their own programs, can the training and ethical standards of evaluators guard against possible biases, do researchers have the objectivity to conduct their own studies when they are also heavily invested, what happens when ethical obligations and objectivity clash, are researchers a member of the decision team or do they merely facilitate the process, who should have access to the evaluation data, what type of information and in what form would be useful for stakeholders, and what is the role of the evaluator in ensuring that the program responds and adapts to evaluation feedback or results. Each of these questions speak to the feasibility of

concurrently conducting both formative and summative evaluations within an action research project.

FRI 5:00-6:15PM Senate

**[288]
University-Community Partnerships for School Success**

G. LEFEVER¹, J. GALANO² AND M. CHINMAN³
¹Eastern Virginia Medical School, Norfolk, VA; ²College of William and Mary, Williamsburg, VA; ³Yale University, New Haven, CT

University-community partnerships focused on improving the educational status of children will be discussed. Square One seeks to increase school readiness through parent education and support, health promotion, quality pre-school and child care, and family friendly business practices. The School Health Initiative for Education (SHINE) seeks to improve educational and health outcomes of students with ADHD and related disorders by implementing strategies to meet critical needs identified across seven cities. First Steps to School Readiness uses empowerment evaluation, continuous quality improvement, and results based accountability to prepare children for first grade. Unique features of these university-community partnerships will be discussed.

**[289]
Improving Outcomes of Students with ADHD and Related Disorders**

G. LEFEVER¹
¹Eastern Virginia Medical School, Norfolk, VA

This presentation will describe the formation and activities of the School Health Initiative for Education (SHINE), a regional coalition with a mission to improve the health and educational outcomes of children. SHINE formed in response to a population-based study of the prevalence of attention deficit hyperactivity disorder (ADHD), which revealed that the prevalence of ADHD was at least 3 times the national estimate of the disorder. Through an extensive needs assessment, SHINE identified four critical needs for improved ADHD care: 1) school/provider collaboration, 2) systematic behavior management in home and school settings, 3) enhanced teacher education, and 4) increased parent training and support. Interventions have been developed for the identified needs. Federal funding has been secured for several of these interventions, including a positive school-wide discipline project, a model demonstration project on teacher leadership, and a process for systematic school/provider communication. Educational outcomes of preschool and elementary students will be examined in relation to these interventions. SHINE has received area-wide endorsement by school superintendents and other key community members. A summary of lessons learned about this unique university-community partnership will be presented.

**[290]
Regional Prevention Initiative to Improve Child Health and School Readiness**

J. GALANO¹
¹College of William and Mary, Williamsburg, VA

The presentation documents the processes that led to the development of Square One, a regional prevention initiative (in Hampton Roads, Virginia) to insure that all of the region's children are born healthy, enter school ready to learn, succeed in school, and eventually become part of the region's globally competitive workforce. The Hampton Roads Partnership, comprised of Chief Elected Officials from seventeen communities, along other key community representatives sponsor Square One. Square One adopted a set of indicators of children's health and school readiness that are being used to establish regional baselines and to measure future progress. Key components of the organization and its best practice areas (parent education and support, health promotion, quality pre-school and child care, and family friendly business practices) will be described. Square One's role in helping communities learn about and access high-quality, science-based initiatives that impact healthy births and school readiness and in strengthening local capacity to support and sustain programs will be described. Key themes, activities, and partnerships that led

to a proclamation of seventeen mayors making 2001 the "Year of the Young Child in Hampton Roads" will be discussed. A summary of lessons learned that transcend this specific initiative will be presented.

**[291]
Results Oriented Grant Making: Building Program Accountability into an Initiative**

M. CHINMAN¹

¹Yale University, New Haven, CT

The ROGG (Results Oriented Grant Making and Grant Implementation) Program Accountability system is based upon several theoretical strands including empowerment evaluation, continuous quality improvement, and results based accountability. ROGG tools based on these concepts are hypothesized to promote positive program outcomes by enhancing capacity. Using this framework, The South Carolina governor and state legislature have created the First Steps to School Readiness initiative in order to prepare young children for first grade. All 46 counties in South Carolina formed voluntary County Partnerships (a coalition of key stakeholders in each county), and are pursuing planning and implementation grants to address specific needs in their county. Based on the ideas of ROGG, university based and state government personnel have been providing hands-on technical assistance, consultation, and support to County First Steps Partnerships in areas such as strategic planning, leadership development, best practices, successful strategies, collaboration, financing, needs assessment, and evaluation. These efforts have yielded a number of ROGG tools, some of which apply to all counties and others that have been customized to the needs of individual counties. The presentation will overview the First Steps initiative, the ROGG system in general, and how it has been customized to help each county achieve positive results.

**[292]
Ecology of High School Failure: School Completion and Intervention Implications**

S. HELM¹

¹University of Hawaii at Manoa, Honolulu, HI

School failure and dropout continues to plague American education systems. This is particularly true in urban areas characterized by diverse student populations. Preventing educational problems and promoting educational outcomes with at-risk schools and students has been refined in the last two decades. Particularly important is the recognition that school failure is a heterogeneous problem requiring ecologically-oriented solutions. In addition, research accounting for changes over time has revealed early factors amenable to interventions. However, the emphasis on earlier intervention should not preclude our understanding of the adolescent experience, nor our efforts to promote high school success in high-risk contexts. This research explores the phenomenon of school failure and success in an urban Honolulu high school. The school is characterized by high rates of failure (+50%) for incoming and retained freshman, and a 95% completion rate for seniors; a 35-40% poverty rate; and ethno-cultural diversity (student population comprised mostly of Native Hawaiians, Pacific Island nation immigrants, "local" Asian, and South East Asian refugees, and a growing minority of ESL students). Multiple perspectives (students, families, school personnel - teachers, counselors, administrators) on the experience of school failure are explored as a means to designing, implementing, and evaluating a school-community-family intervention and policy.

**[293]
Discussant**

A. WANDERSMAN¹

¹University of South Carolina, Columbia, SC

FRI 5:00-6:15PM House

**[294]
HIV Prevention and Technology Transfer among Community-based Organizations**

H. BARTON-VILLAGRANA¹

¹University of Illinois at Chicago and the Illinois Center for Violence Prevention, Chicago, IL

In the United States, the majority of HIV prevention services are provided by community-based organizations (CBOs), agencies borne out of the struggles of human rights movements (e.g. gay rights, prostitutes' rights, and ethnic rights movements as well as drug-treatment activism). Such agencies are often nurtured on an ideology of advocacy and empowerment. Little is known, however, about the organizational context of CBOs and how it impacts their ability to effectively deliver prevention services. Moreover, the natural processes through which these CBOs learn about and adopt innovations from HIV prevention science is not well understood. This symposium will present studies from the UIC HIV Prevention Technology Transfer Project, a series of qualitative studies examining the contexts and processes of innovation diffusion from the perspectives of CBOs delivering HIV prevention services in Illinois.

**[295]
Peer Relationships among CBOs Providing HIV Prevention Services**

H. BARTON-VILLAGRANA¹, B. BEDNEY² AND R. MILLER²

¹University of Illinois at Chicago and the Illinois Center for Violence Prevention, Chicago, IL; ²University of Illinois at Chicago, Chicago, IL

Communication channels are a key element in the diffusion of innovations. One of the primary communication channels for technology transfer is through existing networks of peer agencies in the same organizational field. This qualitative study examined the natural processes involved in peer-to-peer communication as a primary vehicle for technology transfer. Interviews were conducted with 37 CBOs providing HIV prevention services in Illinois. Analyses revealed that CBOs engaged in eleven different relationship activities with their peers, and that the type of relationship activity varied between local and nonlocal peers. These relationship activities included: networking, information sharing, needs identification, technical assistance, program adoption, program implementation, joint programming, joint events, financial resources, referrals/linkage agreements, and service coordination. Utilizing a grounded theory approach to analysis, a model was developed to explain why CBOs form relationships with their peers. The goal of such relationships is to simultaneously help CBOs maintain the survival of their own organization while also fulfilling their commitment to the HIV/AIDS prevention movement. Implications for service delivery and technological transfer of programs will be discussed.

**[296]
Institutional Isomorphism in HIV Prevention: Exploring Pressures Faced by CBOs**

B. BEDNEY¹ AND R. MILLER¹

¹University of Illinois at Chicago, Chicago, IL

Organizations, like individuals, must continuously adapt to their external environments. For community-based organizations, this adaptation often occurs in response to pressures associated with shifting target populations and changing funding streams. While most theories of this type of organizational response focus on agency differentiation and specialization, the theory of institutional isomorphism suggests that peer agencies operating in the same 'organizational field' actually tend to become more alike over time. In this paper we will present results from our study of institutional isomorphism among AIDS-related CBOs. We will discuss how regulatory pressures imposed by governmental agencies and funders, community level pressures imposed by local values and norms, pressures associated with the need to replicate successful programs, and pressures associated with professionalization are shaping the programs and services provided by CBOs, and suggest implications of these findings for both organizational behavior and technology transfer.

**[297]
Program Adoption in HIV Prevention: Organizational & Intervention Characteristics**

R. MILLER¹

¹University of Illinois at Chicago, Chicago, IL

A multiple case study design was used to explore the organizational characteristics of community-based organizations that provide HIV prevention programs and the criteria these organizations employ when judging the merits of externally-developed HIV prevention programs. In-depth interviews were conducted with organizational representatives of 38 randomly-selected HIV prevention providers throughout Illinois. Results indicated that there were three main types of adopting organizations: adopters of entire programs; adopters of program components and practices; and, adopters of common ideas. These three types of organizations were distinguished by their level of organizational commitment to HIV prevention, organizational resources, and level of organizational maturity. Narrative data from the interviews will be used to describe the dimensions that underlie the organizations' program adoption criteria. The criteria of merit used by these organizations to evaluate prevention programs provides partial empirical support for existing theories of technology transfer. Implications for designing and disseminating HIV prevention programs are discussed.

FRI 5:00-6:15PM Court

**[298]
Community Collaborations: What Do We Know, and What Needs Knowing?**

B. BERKOWITZ¹, P. FOSTER-FISHMAN², S. FAWCETT³ AND M. KREUTER⁴

¹University of Massachusetts, Lowell, MA; ²Michigan State University, East Lansing, MI; ³Work Group on Health Promotion and Community Development, Lawrence, KS; ⁴Centers for Disease Control & Prevention, Atlanta, GA

Collaborative approaches to community problem solving, involving multiple sectors of the community, have been increasingly utilized over the past decade. This holds true for community professionals across many disciplines, as well as for funders and other policy makers. But while collaborative approaches may have conceptual appeal, and while they may resonate with community psychology values of diversity and participation, their actual impacts remain largely unknown. The dual purposes of this roundtable are to highlight the present empirical knowledge about the results of community collaborations and to stimulate audience discussion about next best steps for research and practice. Within the past year, each presenter has separately published a detailed systematic review of community collaboration impacts, each from a different perspective. This session should then provide a unique opportunity to summarize the state of the art. However, this session is also proposed as a true roundtable, with an explicit purpose of generating focused audience participation. We plan to do this by limiting presenter comments to ten minutes each (strictly enforced!), so as to leave at least half the session time for discussion, and by posing specific questions to both presenters and audience members at the beginning, to frame everyone's subsequent comments.

FRI 5:00-6:15PM Sinclair

**[299]
Service Needs and Service System Responses: Match or Mismatch in Educational Transitions?**

P. DOWRICK¹

¹University of Hawaii, Honolulu, HI

Transitions from one social ecology into another have broad ranging effects on individuals with disabilities. The present symposium includes four presentations that address the needs of young adults with disabilities in transition and various educational service system responses. Presentations in this symposium address factors related to different social realities of youth, including low-income and ethnic minority backgrounds. Presentations also address needs at different stages of transition, including

from high school to college, from 2 to 4-year college programs, and from college to work. Recommendations for improving the service delivery capacity of various educational systems are presented.

**[300]
Urban Transition Barriers: Lessons from Ethnic Minority Youth with Disabilities**

T. TAYLOR-RITZLER¹, S. RYERSON ESPINO¹, F. BALCAZAR¹ AND T. GARATE-SERAFINI¹

¹University of Illinois at Chicago, Chicago, IL

During the past decade, researchers have gathered ample evidence that youth with disabilities, relative to youth not experiencing disability, experience difficulties transitioning out of the relative structure of high school settings into the ecology of post-secondary life. Noteworthy is that ethnic minority youth with disabilities and those who live in poverty have worse transition outcomes than those from middle class backgrounds, and that these youth are over-represented in large, metropolitan high schools. Large, metropolitan high schools tend to lack resources. The insufficiency of resources specifically impacts the quality and quantity of transition-related support available to youth experiencing disability. The present study reports results from semi-structured interviews with students with disabilities from four metropolitan high schools. Youth-reported barriers, elicited during the interview will be highlighted. Findings shed light on the apparent mismatch between what students need during transition and what school-based professionals are able to offer. Data-driven service delivery recommendations will be presented.

**[301]
Improving Support Services in College Transfers for Students with Disabilities**

S. BURGSTAHLER¹, L. CRAWFORD¹ AND J. ACOSTA¹

¹University of Hawaii, Honolulu, HI

Providers in all industries often do not support their constituencies effectively due to misunderstandings of their constituencies' needs. This is especially problematic for students with disabilities whose academic careers are at stake. Results of a study undertaken to document the concerns of students with disabilities in two-year institutions as they transferred to four-year colleges, the perceptions of staff about the challenges these students face, and the steps that can be taken by both types of institutions to improve the post-secondary outcomes of these transfer students will be discussed. We conducted a survey and focused discussions with post-secondary service providers, and a survey of college students with disabilities. Results revealed that the support services staff of postsecondary institutions had a very different perception of students concerns than concerns indicated by the students. The support services staff listed preparedness to address differences in academic requirements, poor study skills, and inadequate pre-college academic preparation as the biggest concerns of students transferring from two-year schools to four-year schools. In contrast, students rated the cost of the program, skills in self-advocacy, and the differences in social life as their most important concerns. Suggestions from post-secondary staff about how two-year and four-year colleges can work separately and together to improve the postsecondary outcomes of transfer students with disabilities will be presented.

**[302]
The Role of Families of Students with Disabilities in Post-Secondary Education**

J. GRAF¹ AND T. WHELLEY¹

¹University of Hawaii, Honolulu, HI

Youth with disabilities have been educated in increasingly inclusive settings for the past 25 years, yet, students with disabilities are often not prepared to enter college. Students with disabilities do not have opportunities to develop skills to advocate for themselves in secondary school. The launching period into adulthood is a time when typical families have decreasing parental responsibilities as youth grow in social and financial independence. But families of youth with disabilities often encounter an increase in their responsibilities during this time. Students with disabilities need assistance accessing the system of supports found at the post-secondary level. The use of a participatory action research approach

and focus group methodology allows for honest and in-depth discussion of the transition-related experiences for each of three different involved groups: families, students, and service providers. This approach can begin conversations among invested stakeholders about methods to best meet the needs of students.

**[303]
Students with Disabilities in Transition from High School, to College, to Work**

T. GARATE-SERAFINI¹, C. KEYS¹, K. McDONALD¹ AND C. JONES¹

¹University of Illinois at Chicago, Chicago, IL

Young adults with learning disabilities attend and complete postsecondary programs at lower rates than their peers without disabilities. The transition-related services provided to students by professionals in high schools, post-secondary institutions, and state rehabilitation offices are inadequately coordinated to promote students' with disabilities movement through these systems. Attention to the various transition pathways and supports within this multi-system environment is needed. The proposed presentation will report the challenges in providing services to youth with learning disabilities identified by service providers in each of these systems. The data regarding these challenges will be gathered by a series of contextual analysis interviews and through collaboration with the different service providers. This data collection is intended to increase our understanding of the strengths and needs of the current programs. The information will be used to develop a model to build the capacity of each of these systems to coordinate their services and increase the likelihood of successful postsecondary outcomes for young adults with disabilities. Information regarding this planning process will be discussed.

FRI 5:00-6:15PM Lanier

**[304]
Qualitative Approaches to Researching Refugee Communities**
K. MILLER¹

¹San Francisco State University, San Francisco, CA

Research with refugee communities has relied heavily on questionnaire-based assessments of psychiatric symptomatology. In contrast, little attention has been paid to the ways in which refugees, many of whom come from non-western societies, understand their own distress. Similarly, little is known about the strengths and resources that refugee communities possess that might facilitate processes of healing and adaptation. The presenters in this symposium have combined qualitative and quantitative methods to explore individual and community resources as well as areas of vulnerability in their research with Afghan, Hmong, and Bosnian refugee communities. Their presentations will emphasize the unique contributions that qualitative methods can make to understanding and addressing the needs, challenges, and strengths of refugee communities.

**[305]
Evaluating a Community Intervention for Hmong Refugees**
J. GOODKIND¹

¹Michigan State University, East Lansing, MI

Research with refugees has focused on factors related to patterns of distress among individuals. In contrast, an ecological perspective emphasizes the importance of looking at multiple levels of analysis and at the strengths and resources that refugees possess. Thus, this perspective suggests new approaches to promoting refugee wellbeing, and requires new approaches to evaluation. Guided by an ecological perspective, an innovative community intervention created to improve the community's responsiveness to the needs of Hmong refugees in a Midwestern city will be presented. The intervention has two major elements: a learning component, which involves cultural exchange and one-on-one learning opportunities for adults, and an advocacy component, which involves mobilizing community resources for families. The two components enable refugees to access community resources and acquire new skills and knowledge necessary for life in the United States. This is accomplished by helping refugees' overcome their feelings of powerlessness by providing opportunities for learning as a reciprocal and emancipatory process that promotes community

participation and collective action. Given the goals of the intervention, it is important that the voices and experiences of the Hmong participants be present in its evaluation. This is achieved by combining qualitative evaluation components with quantitative measures that emphasize refugees' strengths and resources.

**[306]
Threads of Hope: Applied Coping Strategies Utilized by Bosnian Refugees**

G. WORTHINGTON¹, S. TIPPING², A. GOLDMAN² AND K. MILLER²

¹Chicago School of Professional Psychology, Chicago, IL; ²San Francisco State University, San Francisco, CA

This presentation will describe the results of a recently completed study which examined exile-related stressors and the coping resources and strategies utilized to deal with them by 28 adult Bosnian refugees living in Chicago. A bi-lingual interpreter was used to conduct semi-structured interviews with participants randomly selected from a list of clients at a local refugee mental health program. Interviews were coded and analyzed using the NUD*IST (v.4) qualitative data management program. The focus of this presentation will be on the personal coping strategies utilized by participants, and on the external (i.e., ecological) coping resources available to them, to help them negotiate the multiple stressors associated with the experience of exile. Findings will be contextualized within the existing literature on stress and coping, and the implications of this study's findings for research and intervention with refugee communities will be considered.

**[307]
Psychosocial Challenges Facing Afghan Women Refugees in the United States**

G. ZAHIR¹, K. KAKAR¹ AND K. MILLER¹

¹San Francisco State University, San Francisco, CA

This presentation will describe the findings of an ongoing study focused on the psychosocial challenges facing Afghan women refugees living in the Bay area of California. This study utilized a combination of qualitative and quantitative methods to assess exile-related stressors as well as coping strategies and resources utilized by Afghan women who, while living in exile in Pakistan, were pressured by their families into arranged marriages with Afghan men living in the United States. Anecdotal evidence suggests that upon arrival in the US, many of these women experience social isolation, highly restrictive social constraints, and in some cases physical and psychological abuse by their husbands. Isolated from their families, the women must contend with these and other exile-related stressors, at the same time that they are struggling with trauma related to their experience of war in Afghanistan and the perilous journey of exile into Pakistan. Semi-structured interviews are being conducted by two bilingual interviewers, themselves members of the local Afghan refugee community. The interview addresses life in Afghanistan, the journey of exile, life in Pakistan, and life in the US, with a particular focus on exile-related stressors and the coping strategies and resources available to assist in managing those stressors.

**[308]
The Role of Qualitative Methods in Research with Refugee Communities**

K. MILLER¹

¹San Francisco State University, San Francisco, CA

This presentation briefly reviews the merits and limitations of different methodological approaches to conducting research with refugee communities. The nearly exclusive reliance on quantitative methodologies among researchers working with refugees is critically examined, and is considered in the context of the positivist paradigm in which most clinically-oriented psychological research is conducted. Rather than positing an antagonistic dichotomy between quantitative and qualitative methods, this presentation focuses on the complementary value of adding qualitative research strategies to our traditionally quantitative research designs. It is suggested that semi-structured interviews, participant-observation, and focus groups can provide unique insights into the strengths, resources, and vulnerabilities of refugee communities, while at the same time providing opportunities for participants to share their stories of persecution, flight, and

adaptation to exile. Illustrative examples are drawn from the author's work with refugees from Guatemala and Bosnia.

**[309]
Discussant: Qualitative Approaches to Researching Refugee Communities**

D. BIRMAN¹

¹University of Illinois at Chicago, Chicago, IL

FRI 5:00-6:15PM Lucerne

**[310]
Popular but Ineffective Juvenile Justice Interventions:
Empirical Evidence Doesn't Matter**
S. PORTWOOD¹

¹University of Missouri-Kansas City, Kansas City, MO

Several policies and programs maintain widespread public support and/or financial backing despite empirical data that indicates their lack of efficacy. This symposium will highlight several policies and programs that have become increasingly popular means of combating juvenile crime during the past decade even though there has been empirical evidence to suggest that they do not work. We will discuss juvenile curfew ordinances, juvenile sex offender legislation, and "shock" rehabilitation programs as the three examples of such policies and programs. Each paper will review the empirical data, address the reason that the policy or program remains popular, and suggest a role for community psychologists.

**[311]
Juvenile Curfew Ordinances: A Popular but Ineffective Crime Control Policy**
C. FRIED¹

¹University of Virginia, Charlottesville, VA

Juvenile curfew ordinances have become a popular way to attempt to combat juvenile crime and victimization. As of 1995, curfews existed in 77% of American cities with populations of at least 200,000 and recent polls indicate that the public is overwhelmingly in support of curfew ordinances. Prior to 1999, very little efficacy research on juvenile curfews was available. However, in the past year and a half, several studies have provided compelling evidence of the inability of curfews to reduce juvenile crime or victimization. Curfew ordinances remain popular because they are an approach to crime control that is consistent with the get-tough mentality that has characterized the reformation of policies regarding juvenile crime over the past two decades. Juvenile curfews are able to survive constitutional challenges in part because the courts have been reluctant to use data from the social sciences. This paper will review the efficacy studies, discuss the reluctance of courts hearing curfew cases to use empirical data, highlight reasons that curfews are popular with the public, and discuss the roles that a community psychologist might take in the policy debate regarding juvenile curfews.

**[312]
Juvenile Sex Offender Registration: Politically Popular but is it Necessary?**

L. TRIVITS¹

¹University of Virginia, Charlottesville, VA

In the last few years more states have been including juveniles under their sex offender registration and notification statutes. However, there is little data to support the efficacy of such statutes in preventing sex offenses and protecting potential victims. The statutes have faced multiple constitutional challenges as well as criticisms about their utility and efficacy (e.g. lack of resources to combat low compliance rates, a false sense of security that knowledge is protection, and a failure of some registries to differentiate the severity of offense). Existing studies indicate that rates of recidivism for juveniles are low and tend to be lower than those of adults, which suggests that efforts to rehabilitate juvenile offenders may be more effective. Juveniles appear to be a more diverse class of offenders than adults including those who will desist naturally, those who will desist upon

intervention, and those who will continue offending. This paper will discuss the existing data on juvenile and adult sex offender treatment and recidivism, review the contributions psychology has to make in discussing the potential risk of juvenile sex offenders to society, and identify reasons that registration and notification statutes may be ineffective and unnecessary for juveniles.

**[313]
Boot Camps & Scared Straight: Politically Popular but Ineffective Rehabilitation**

J. ANTONISHAK¹

¹University of Virginia, Charlottesville, VA

In response to overcrowded detention facilities and increasing fears of juvenile crime, policymakers and corrections officials have offered "shock" disposition alternatives as a solution to juvenile crime. Disposition alternatives, such as Scared Straight and boot camps, target juveniles who commit low-level delinquent acts in hopes of rehabilitating youth before they become involved in more serious crimes. Scared Straight and other jail visitation programs attempt to show juveniles the harsh reality of prison life to deter future criminal involvement, while boot camps emphasize military discipline and physical activity in an attempt to rehabilitate youth. Most evaluations of these programs only examine re-offense rates without using comparison groups and conducting long-term follow-up. The few studies that have used appropriate evaluation design found little or no effect on recidivism or long-term offender attitudes. In fact, in some cases, re-arrest rates were higher for those who participated in such programs. Despite contradictory research, in the wake of bipartisan political support, media attention, and public perceptions of effectiveness, such programs have flourished over the last two decades. Community psychologists can play a role in providing appropriate evaluation models, disseminating outcomes, and advocating for interventions supported by empirical evidence.

**[314]
Popular but Ineffective Juvenile Justice Interventions:
Discussion**

D. TATE¹

¹Yale University, New Haven, CT

FRI 5:00-6:15PM Capital

**[315]
Resource Conservation and Community Intervention Among Diverse Groups**

S. HOBFOLL¹, C. BENIGHT², K. KANIASTY³, F. NORRIS⁴ AND I.

SANDLER⁵

¹Kent State University, Kent, OH; ²University of Colorado, Colorado Springs, CO; ³Indiana University of Pennsylvania, Indiana, PA; ⁴Georgia State University, Atlanta, GA; ⁵Arizona State University, Phoenix, AZ

This Roundtable Discussion addresses how resource change impacts community intervention. Personal, social, and environmental resources are critical to people's resilience in the face of adversity. In turn, loss of resources is fundamental to a decline in health and well-being. The panel will discuss how negative life circumstances challenge people's resources and how sustaining and building resources can counteract these negative trends. The panel will present theory, practical implications for intervention, results of their efforts to impact resources, and implications for social policy. The panel members bring expertise in interventions with children and families, ethnic minority individuals, women, and diverse cultures. They address problems associated with divorce, grief, disaster, poverty, and AIDS. Their work is ecologically based, giving fundamental emphasis to person-in social context-in culture. The panel will address 4 specific questions and encourage audience participation: 1. What theory(s) do you use to examine how resources impact people facing adversity? 2. What interventions and research illustrates how these resources are applied to understand people's adjustment to challenging life circumstances? 3. How do settings interact with personal and social resources? 4. What policy implications follow from your work?

FRI 5:00-6:15PM UL302

**[316]
Discrimination in Settings and Well-Being
D. HUGHES¹**¹New York University, New York, NY

Although Community Psychologists have sought to understand diverse populations since the fields' inception, little is known about how particular groups experience discrimination and unfair treatment in various contexts, or about the ways in which such experiences affect them. This symposium examines the nature and consequences of institutional and interpersonal discrimination experiences, particularly as these relate to individual and family functioning among diverse populations. It includes 4 presentations that focus on: (1) discrimination in the workplace among African American and Latino adults as it influences work-family interference, marital quality, and psychological well-being; (2) heterosexism in schools as it influences well being and risk behaviors among lesbian, gay, and bisexual teens, (3) racial discrimination, self-efficacy, and academic engagement among African American and European American middle school youth; and (4) ethnic bias experienced by native born and immigrant Asian, Latino, and Black university students. The discussant will focus on integrating themes from these diverse presentations, and on engaging the audience in discussions about additional methods for assessment and possible implications for action.

**[317]
Perceived Unfair Treatment and Academic Orientation among
Middle School Youth
L. DAWKINS¹ AND D. HUGHES¹**¹New York University, New York, NY

Schools are important contexts in which youth may experience unfair treatment, both from adults and from peers. Scholars have suggested that such unfair treatment is disproportionately directed toward ethnic minority youth and that minority youths' experiences in this regard negatively influence their engagement in school and academic achievement. This presentation will explore relationships between youth's exposure to unfair treatment, their sense of efficacy in academic endeavors, and their subsequent engagement in school. Data are drawn from waves 1 and 3 of The Early Adolescent Development Study, a short term longitudinal study of school experiences among a diverse sample of 984 African American and European American elementary and middle school youth in an integrated suburban school district. Analysis of cross-sectional (wave 1) relationships indicated that African American youth reported more unfair treatment, overall, than did their European counterparts. Moreover, African American youth were more likely than were European American youth to attribute unfair treatment to their racial group membership. Unfair treatment was, in turn, associated with lower academic efficacy and lower academic engagement. Unfair treatment at time 1 was also associated with lower academic efficacy and engagement one year later (wave 3), controlling for academic efficacy and engagement at time 1. Findings highlight the potential importance of perceptions of racial discrimination in shaping youths' school experiences.

**[318]
Heterosexism in High School & Correlates among Lesbian, Gay
& Bisexual Students
D. CHESIR-TERAN¹**¹New York University, New York, NY

Institutionalized heterosexism in schools shapes the experiences of all students, with potentially devastating effects for lesbian, gay, bisexual, transgender, and questioning (lgbtq) youths. This study looks at three aspects of perceived heterosexism in schools as they relate to each other and to psychological and behavioral risk among lgbtq students: 1) policies (protecting students and faculty from sexual orientation discrimination and general harassment), 2) programs (class discussions and library holdings addressing sexual orientation and lgbtq student groups, and 3) anti-lgbtq harassment rates. Data was collected over the Internet from 1,015 lgbtq high school students. Cluster analysis identified several profiles of heterosexism. The largest cluster was characterized by invisibility (low harassment, low

policies, low programs). Additional clusters were characterized as hostile (hi harassment, low policies and programs), welcoming (low harassment, hi policies and programs), safe (low harassment, strong policies, low programs), and flux (strong policies and/or programs, high harassment rates). Predictive validity was demonstrated via ANCOVA relating cluster membership to victimization experiences, self- and group-esteem, sexual risk, and suicide. For example, the welcoming group reported the least risk, while respondents in hostile and flux clusters reported the most. Findings underscore the importance of taking a holistic and ecological approach to research and intervention relating to heterosexism in schools.

**[319]
Relationships between Racial Discrimination in the Workplace
and Well-being
N. ENCHAUTEGUI-DE-JESUS¹**¹New York University, New York, NY

In spite of the increasing proportion of ethnic minority workers in the labor force, little is known about their work experiences, particularly as these intersect with family and well-being. Traditionally, work and family research has focused on job stressors (e.g., hours worked per week, psychological workload, skill discretion) that affect family and individual functioning. Culturally-relevant stressors, such as workplace racial discrimination, have not received as much attention, but may have a unique effect in this population exceeding that of traditional job stressors. This presentation will focus on a study of the relationships between experiences of discrimination at work, work-family interference, and marital and individual outcomes in a sample of 279 employed and married Black and Latino men and women. Traditional job stressors were related to work-family interference, but not directly related to well-being. After controlling for traditional job stressors, perceived workplace racial discrimination was associated with work-family interference as well as poorer marital quality and higher levels of psychosomatic symptoms. Work-family interference was associated with poorer well-being outcomes. Findings suggest that culturally-relevant stressors play critical roles in understanding the links between work, family, and well-being among ethnic minority workers and should be considered more thoroughly in future research models.

**[320]
Discrimination, Motivation, and Achievement Among College
Students
V. TSENG¹**¹New York University, New York, NY

Changes in the U.S. economy have created increasing income disparity between youths who do and do not pursue college, and this disparity is larger for ethnic minority than European American students (William T. Grant, 1988). These changes are particularly disturbing given the lower levels of achievement among many students of color. Motivation is often cited as a prominent reason for minority students "underachievement" in education, but studies have rarely given adequate attention to the role of discrimination in college achievement. This area of research is important not only for native-born minorities who have been historically disenfranchised from higher education but also for the increasing numbers of immigrants from Latin America, Asia, and the Caribbean who encounter experiences as ethnic minorities in U.S. schools. The present study explores the influence of discrimination and motivation on the educational achievement of over 1000 students from immigrant and non-immigrant families of Asian Pacific, Latin American, African/Black Caribbean and European backgrounds enrolled in a large, urban university in the northeastern U.S. All three groups of students of color achieved lower grades than did European American students despite no ethnic differences in students' educational motivation. Instead, part of the ethnic differences in achievement were accounted for by immigrant and non-immigrant minority students' experiences of discrimination at the university.

**[321]
Discussion/integration
E. SMITH¹**¹Centers for Disease Control & Prevention, Atlanta, GA

The discussion will focus on integrating themes from the four presentations in the symposium, focusing on the range of methods for assessing discrimination and the implications of the findings for future conceptualizations and empirical studies and for action. Strengths and limitations of each approach will be discussed. Audience questions and participation will be emphasized.

FRI 5:00-6:15PM UL201

**[322]
Action Research Surrounding Violence Against Women:
System Response and Intervention
L. SALAZAR¹**¹Georgia State University, Atlanta, GA

The proposed symposium will highlight a research strategy for community psychologists interested in conducting action research regarding violence against women. In simplest terms, the strategy encompasses several levels. First, identify the needs of women who have experienced violence. Second, identify relevant systems (e.g., medical, criminal justice, welfare) and how those systems negatively affect women, how they fail to provide necessary services, and how they implement policy and procedures. Lastly, design and administer a system intervention. Several studies will be presented that pertain to each level of the strategy. In addition, various populations of women and system personnel will be sampled.

**[323]
Domestic Violence and Homelessness: Patterns of Helpseeking
and System Responses
C. BAKER¹**¹Georgia State University, Atlanta, GA

Battered women face a range of obstacles in order to protect themselves from further victimization. For some, the only remaining solution is to leave their partner. Unfortunately, some women who leave end up homeless. Therefore, they must be psychologically ready to leave and must have support to leave. Support may come from both informal (e.g., family) and formal sources (e.g. social service systems). However, some formal support systems are not helpful to women; they may even blame the women for the violence. Victim-blaming attitudes, along with system policies and individual discretion in implementing those policies may result in deleterious effects for women. Therefore, it is necessary to understand the role that system responses play as facilitators of or inhibitors to obtaining adequate housing for abused women who are in the process of leaving or have already left their partners. Initial data will be presented from a random sample of urban women who visited a low-income hospital for medical care. The interview contained questions about substance abuse, psychiatric history, domestic violence, social support, housing problems, and contact and satisfaction with social systems (i.e., shelters, criminal justice, welfare, and churches).

**[324]
The Effects Of Prosecutorial Policies on Outcomes in Domestic
Violence Cases
M. FINN¹ AND L. SALAZAR¹**¹Georgia State University, Atlanta, GA

Despite some research evidence that "no-drop" policies negatively affect victim empowerment, such policies, which deny victims of domestic violence the option of withdrawing a complaint once formal charges have been filed with the prosecutor and likewise, prevent the prosecution from dropping cases because the victim is non-cooperative, are increasingly common. However, no-drop policies do not entirely eliminate prosecutorial discretion in the handling of domestic violence cases and different strategies, which vary in the degree to which they coerce victim participation, exist. Policies may be classified into three separate types, and examination of the

effects of these strategies on victim empowerment and self-efficacy, case outcomes, and the re-occurrence of violence six month after cases disposition will be undertaken. The objectives of the current research are to address how no-drop prosecutorial strategies: a) affect subsequent court outcomes and whether or not they serve a specific deterrent to the batterers prosecuted; b) affect victim empowerment and self-efficacy, and how such empowerment affects court outcomes and re-occurrences of domestic violence victimizations; and c) result in acts of batterer retaliation and reduced rates of reporting domestic violence victimizations to the police by victims of domestic violence.

**[325]
Ending Violence Against Women: Effecting Systems-Level
Change
L. SALAZAR¹**¹Georgia State University, Atlanta, GA

One possible strategy for orchestrating social change is to target institutions that maintain cultural power and control. The criminal justice system, which implements and enforces laws and has considerable influence in shaping societal norms is one example. An obstacle when intervening with any institution is gaining access. If an entrée is found, affecting change within a system that may be restrictive to outsiders and resistant to change is equally challenging. Not surprisingly, prior research pertaining to violence against women revealed most interventions target individuals rather than systems, leaving the remaining social order unaffected. However, an agency in Atlanta, GA devised a model for social change that overcomes both obstacles. An individual-level intervention is offered to a system to gain access. Once access is obtained, because program representatives have business with the courts, they are in a good position to affect the attitudes of system personnel. This study explores the utility of using an individual-level intervention to effect systems-level change by presenting results from a case study that examined a juvenile justice system following the offering of an anti-violence against women program for adjudicated youth.

**[326]
Helpseeking Behavior of Incarcerated Women and Domestic
Violence Shelter Clients
S. COOK¹ AND J. WOOLARD²**¹Georgia State University, Atlanta, GA ; ²University of Florida, Gainesville, FL

This paper presents data on women's helpseeking strategies from two vastly different sources. The first is VAdata, the only statewide data collection system used by sexual assault crisis centers and domestic violence shelters in the nation. Data from approximately 500 Virginian women during the system's first year of data collection will be presented to highlight women's experiences with violence, the help they report they need to achieve and maintain safety, and their experiences with formal and informal help systems. These data are the first to be collected from all women seeking help at centers and shelters, across metropolitan and rural communities in any state. The second is The Women's Life Experiences Project (WLEP), a study of incarcerated women's experiences with domestic and sexual assault. Data collected from indepth interviews with 250 women from across Georgia and now incarcerated at a state correctional facility will describe these women's helpseeking patterns and their evaluations of helpfulness. Although the two datasets are constructed differently, points of overlap will allow comparisons of the helpseeking strategies enacted by these two group of women in vastly different settings.

**[327]
Pro-Feminist Policy: Misogynist Practice? New Zealand
Domestic Violence Law
N. ROBERTSON¹**¹University of Waikato, Hamilton, New Zealand

The New Zealand Domestic Violence Act of 1995 incorporated a feminist analysis of domestic violence, provided a more accessible process for women to gain protection orders, created a presumption against a violent parent gaining custodial or visitation rights and imposed more significant sanctions upon batterers, including mandatory attendance at stopping violence programmes. Hailed as the most progressive legislation in the world, the new law gave rise to a widespread discourse that the problem of

domestic violence was now being addressed. In this study, we report the results of interview with 30 women who have experienced significant barriers to gaining effective protection within the civil jurisdiction. These problems include: being encouraged to drop applications for orders by men who make informal undertakings to stop harassment (i.e. women's safety becomes negotiable); having ex-partners successfully evade the service of the order; having medical and psychological histories used against them in attempts to portray them as unsuitable parents; being effectively "tied up" in litigation by men who use the court process to further control them; having police fail to enforce the orders. This research exposes serious gaps in the implementation of progressive policy and illustrates the multiple ways a feminist agenda is resisted.

FRI 6:30-7:30PM Sinclair

Remembrance of Emory Cowen
Roger Weissberg, Chair

FRI 6:30-7:30PM Lucerne

Students of Color Meeting
Vivian Tseng and Gladys Ibanez, Co-chairs

FRI 6:30-7:30PM Gallery Lounge (Student Center Room 346)

WOMEN'S NIGHT OUT

Meet in the Student Center Reception Hall between 7:30 – 7:45 PM to travel with others or join them at Manuel's Tavern (corner of North and Highland) at 8:00 PM.

SATURDAY, JUNE 9

SAT 7:30 – 8:30 AM Student Center Reception Hall
Continental Breakfast

SAT 8:30-9:30AM Ballroom

Saturday AM Plenary with the Honorable Andrew Young
Sarah Cook, Chair

Award Presentations

Clifford O'Donnell will receive an award from the Council of Program Directors in Community Research and Action for Outstanding Contributions in Community Training and Education (James Emshoff, presenter).

Gary Harper will receive the Minority Mentoring Award from SCRA (Fabricio Balcazar, presenter).

University Citizenship, The Honorable Andrew Young

SAT 9:45-11:00AM Sinclair

[328]

Role of Place Attachment and Sense of Place in Community Development and Participation

L. MANZO¹ AND D. PERKINS²

¹City University of New York, Long Island City, NY; ²Vanderbilt University, Nashville, TN

Place attachments, perceptions, memories, preferences, and cultural meanings are a critical part of person-environment transactional phenomena that foster the development of community physical, social, political (organizational), and economic environments. People are motivated to seek, stay in, protect, and improve places they care about and that are meaningful to them in some way. Discussion will not focus so much on a "sense of place" that is inherent in the physical environment (i.e., an architectural or geographic aesthetic), but rather on understanding how neighborhood spaces can motivate ordinary residents to act collectively to preserve or improve their community. City and regional planners may understand places in every objective sense and work well with local government and leaders of larger community organizations, but they do not always understand residents' subjective sense of, and attachment to, place. Further, their level of analysis of community places is often too large to encourage, or even connect with, small-scale, grass-roots community organizations (e.g., block and neighborhood associations). This symposium will present and integrate theories, research, and action, both planning and grassroots organizing, to aid our understanding of how particular place preferences, perceptions, and emotional connections to place relate to community social cohesion and organized participation and community development or historic preservation strategies. This session is part of the ongoing inter-organizational collaborative discussions between Environmental Design Research Association (EDRA) members, the Society for Community Research and Action (SCRA), and the Community Development Society (CDS).

[329]

Sense of Place & Place Attachment: Effects on Community Participation & Action

L. MANZO¹ AND D. PERKINS²

¹City University of New York, Long Island City, NY; ²Vanderbilt University, Nashville, TN

This paper seeks to draw critical connections between the rich body of theory and research in the environment and behavior field on people's emotional connections to place with theory and practice of community organizing and community-based action projects. Each of these areas of scholarly work has much to offer the other, yet very few links have been made between them. Typically, place attachment has focused on individual feelings and experiences in places, and has not placed these bonds in a larger socio-political context. Conversely, work on community participation and organizing often takes a macro-structural approach, overlooking the individual's emotional connections to place. Yet, it is these attachments to place that can form the foundation for effective community participation and action. In particular, the local neighborhood, and people's attachments to it, can provide the basis for communication and cooperative action among different groups, as it is literally and figuratively the common ground upon which diverse people can begin to work toward positive community change. This paper demonstrates that place attachment and rootedness in the community has formed the basis of some of the most effective local organizing efforts documented. Examples of community-based projects grounded in environment-behavior research will be discussed.

[330]

Organizing, Ownership and the Right to a Home Place

S. SAEGERT¹

¹City University of New York, New York, NY

This paper will use a case study of neighborhood and tenant organizing in a two-block area in the Bronx to develop the connection between place theories and neighborhood change. The initiative supported residents in organizing to make claims on the legal owners and public agencies responsible for their neighborhood and move toward a sense of social ownership. Tenant organizing for cooperative ownership and the engagement of local property owners (including public institutions like schools) highlighted the critical role of mediating institutions for channeling the attachment and actions of neighborhood residents into legitimate claims on their home place. Physical characteristics of multi-family buildings and the local urban geography also supported change efforts. The case study illustrates how a community organization can successfully engage residents, leverage their involvement to make claims on public and private institutions, and thereby stabilize the neighborhood and improve the quality of life. Sense of community, place attachment, place identity and territoriality are resources for neighborhoods that require cultivation and institutionalization to withstand social and economic forces that can lead to displacement through property abandonment or gentrification.

[331]

Sense Of Place and Environmental Education

I. BUTTERWORTH¹ AND A. FISHER¹

¹Victoria University of Technology, Melbourne, Victoria, Australia

Conceptualizations and content of environmental education programs usually focus on the natural environment, with some consideration given to such built aspects as parks and gardens. However, other aspects of the built environment carry large amounts of salience, meaning and identity for the community. Indeed, much sense of community is borne out through shared history and common symbols that can be seen in the styles of built areas. The research reported in this paper focuses on the choice of members of an adult environment education group to examine and work on changes that were going on in the suburbs in which they lived. Actual and foreshadowed large-scale redevelopment and the demolition of traditional style houses and civic buildings had led to participants' concerns about a loss of urban character and amenity. These were identified as the elements that both attracted people to the area in the beginning, and from which they drew their personal and collective identity as residents of those places. By engaging in training on group leadership and advocacy skills, residents found a way to articulate their attachment to their neighborhoods and threatened places of significance, and to mobilize other residents to act on their shared concerns.

**[332]
Local Self-sustainability: Community Attachment & Neighboring**

H. PERSON¹
¹Portland State University, Portland, OR

Do residents who utilize shops or services within their own neighborhood feel a greater sense of attachment to their communities and/or have a higher level of interaction with their neighbors than those who do not? This paper establishes a connection between seemingly routine, individual behaviors conducted in neighborhood places (shopping, errands, etc.) and more collective-oriented behaviors (acts of neighboring, neighbor interaction) and attitudes (community attachment, anticipated length of residency) that have direct implications for community organizing. It also links two important community development issues: local self-sustainability and community attachment/cohesion. The analyses for this presentation are based on household survey data collected from residents of eight single- and mixed-use neighborhoods in the Portland region during the Fall of 2000.

**[333]
Discussant**

N. CHAPMAN¹
¹Portland State University, Portland, OR

SAT 9:45-11:00AM Lanier

**[334]
Factors that Influence Academic Achievement Outcomes for Minority Youth**

N. WARD¹, D. GORDON¹, G. OATES² AND C. CRUSTO¹
¹Yale University, New Haven, CT; ²University of Connecticut, Storrs, CT

Although considerable gains in achievement by minority students have been made in recent years, the gap continues to exist between African American and Latino students and their Caucasian and Asian American counterparts. This symposium seeks to examine the relative influence of structural, personal, peer, cultural, and school related factors on academic achievement outcomes of minority youth. Culturally relevant theoretical frameworks that guide the development, implementation, and evaluation of programs that promote school performance will be highlighted

**[335]
Mentoring Urban Black Male Students: Implications for Academic Achievement**

D. GORDON¹
¹Yale University, New Haven, CT

This study explored the relationship between ethnic/racial identity development, racial socialization, academic identification, and academic achievement for 102, 7th and 8th grade Black males. All of the students attended a large urban public middle school in south-eastern Connecticut. Half of the students were enrolled in the Benjamin E. Mays Institute (BEMI), an all male mentoring program designed to counter the negative effects of underachievement of Black male students by integrating an Afro-centric teaching philosophy into regular academic instruction. Findings revealed that involvement in the BEMI mentoring program had a positive affect on ethnic/racial identity search, commitment, and development for male students involved in the BEMI program versus their non-mentored counterparts. In addition to the positive impact on ethnic/racial identity development, findings also revealed that BEMI students received more positive racial socialization messages from their primary caregiver(s) than their non-mentored male peers. Moreover, mentored students demonstrated higher academic performance than their non-mentored peers as measured by academic grade point average and standardized assessment measures. Further, these students reported having a stronger commitment to learning and heightened understanding of the relevance of high academic achievement. Implications for development of culturally relevant programming for minority youth will be discussed.

**[336]
Race, SES, High School Success, and Failure: Assessing Competing Explanations**

G. OATES¹
¹University of Connecticut, Storrs, CT

Using a LISREL model and data from the National Educational Longitudinal Study of 1988 (NELS), this study assesses the relevance of four common themes used to explain differences in academic achievement between black and white students and students of lower and higher socioeconomic status: (1) citizenship (i.e., educational engagement), (2) cultural capital (i.e., exposure to "highbrow" culture and nominally educational resources), (3) evaluation by the educational system (i.e., teacher expectations and perception of academic potential, and academic track placement), and (4) conduciveness of school settings (i.e., favorable school climate that fosters high academic achievement). Findings suggest that evaluation and conduciveness which symbolize attributes of students' environments rather than attributes of the self emerge as the two primary factors that contribute most to the low performance of low-income and minority students. Additionally, structural variables such as socioeconomic status appears to provide additional advantages with respect to evaluation of student performance and conduciveness of the school setting on academic performance for black youth. On dimensions of citizenship, which enhance academic performance, whites consistently trail blacks. Interestingly, the influence of privilege on cultural capital fails to enhance any dimension of academic performance, rather seems to be rooted in socioeconomic status more so than race.

**[337]
Using Culturally Relevant Model to Promote Academic Achievement with Urban Youth**

C. CRUSTO¹
¹Yale University, New Haven, CT

This study presents an overview of a statewide educational initiative that encourages heightened educational attainment of low-income minority middle school youth. Utilizing a developmental assets approach, a culturally relevant model is highlighted to enhance the academic and affective development of youth. Through the integration of challenging academic curriculum and affective programming, this project seeks to boost school performance by encouraging students' pursuit of college as a viable option, strengthening student bonding to school and peers, heightening educational aspirations, and increasing self-esteem and sense of self-efficacy in mastering academic tasks. Preliminary findings on indicators of school performance among minority students will be discussed as relates to both process and outcome evaluation. The process evaluation utilizes a logic-model approach to underscore its usefulness as a tool for program planning, evaluation, and improvement. Outcome evaluation findings will highlight the extent to which the intervention impacts academic achievement outcomes as measured by academic grade point average, standardized educational assessments, school attendance, and rates of school suspension in relation to the aforementioned variables.

**[338]
The Significance of Ethnic Identity on Academic Achievement with Black Students**

N. WARD¹
¹Yale University, New Haven, CT

This study examines the relative influence of identity status, culture, family, peers, and stressful life events that impact the psychosocial and academic development of African American youth. A stratified random sample of 408 African American students in 9th through 11th grades enrolled in a comprehensive urban high school were surveyed to gauge students' perceptions of perceived social support, stressful life events, ethnic identity status, racial socialization, and depressive symptoms and its impact on academic achievement. Multiple regression analyses revealed that the primary predictor of academic performance was ethnic identity status. Additionally, a significant effect was noted as relates to ethnic identity status and academic track placement, where students enrolled in higher academic tracks reported more positive sense of ethnic identity and affiliation with their ethnic group. The relationship between racial socialization and ethnic identity status was also significant. Implications for developing culturally

sensitive programs to support the academic development of youth will be discussed in light of these findings.

Discussant
R. WATTS¹

¹Georgia State University, Atlanta GA

SAT 9:45-11:00AM Lucerne

**[339]
Future Directions for a Diverse Community Psychology: Bridging Diversities**

A. BRODSKY¹, F. BALCAZAR², M. BOND³, K. EBY⁴, K. KROGH⁵, A. LUCKSTED⁶, T. SASAO⁷ AND V. TSENG⁸
¹University of Maryland Baltimore County, Baltimore, MD; ²University of Illinois at Chicago, Chicago, IL; ³University of Massachusetts Lowell, Lowell, MA; ⁴George Mason University, Fairfax, VA; ⁵Ryerson University, Toronto, Ontario; ⁶University of Maryland at Baltimore, Baltimore, MD; ⁷International Christian University, Tokyo; ⁸New York University, New York, NY

Diversity has always been a focus of community psychology, and the list of active, diversity focused, divisional committees and interest groups supports this fact. Attention to diversity in community psychology continues to gain importance as worldwide demographic, political, economic, and communication shifts necessitate change in the ways communities act and interact. This change has impact on our work as members of the world community, who seek the best ways of studying and addressing today's concerns. Although the divisions many interest groups come together to discuss these issues as they relate to a particular interest group, it is rare that issues of diversity are discussed across groups. This roundtable discussion is designed to engage representatives across division committees and interest groups as well as audience participants in a discussion of diversity within community psychology. Roundtable participants from the Cultural and Racial Affairs Committee, International Committee, Women's Committee, Disabilities Interest Group, Lesbian/Gay/Bisexual/Transgender Interest Group, and Students of Color Interest Group will each present their perspectives on progress, concerns, and future directions for the integration of diversity in community psychology followed by conversations between panelists and with all audience members.

SAT 9:45-11:00AM Capital

**[340]
Building A Prevention Breakthrough: CSAP's Decision Support System**

J. ROLF¹, R. GOLD², P. KOEPL² AND J. SILSBY²
¹Center for Substance Abuse Prevention, Rockville, MD; ²University of Maryland College Park, College Park, MD

The Substance Abuse and Mental Health Services Administration's (SAMHSA) Center for Substance Abuse Prevention (CSAP) is piloting its first prototype of a new online Decision Support System (DSS), located at www.preventiondss.org. Prevention scientists, service providers, experts in computer information technology, and leaders from the nation's public and private sectors are all working collaboratively with CSAP staff to design and develop the DSS. Even in its first prototype, the DSS is a very useful resource that provides portals to scientific prevention knowledge as well as new interactive tools that guide community practitioners and State prevention system managers toward making well-informed decisions about effective prevention programming. CSAP's DSS provides separate sets of resources for strengthening science-based prevention at the State system level and the community level. Its developers have organized the DSS by using CSAP's seven-step logic model. Thus, there are integrated content areas and step-by-step DSS tools for: 1) Assessing needs; 2) Building capacity and identifying resources; 3) Selecting "best and promising" interventions; 4) Implementing programs with appropriate methods and local adaptations; 5) Evaluating the programs' processes and outcomes; 6)

Writing reports in different formats; and 7) Getting training and technical support. State system managers can also, at no cost, install on their State servers special CSAP DSS software developed for collecting and managing information about State Substance Abuse Prevention and Treatment Block Grant funded programs. On-line assistance is provided each step of the way. A simple DSS registration procedure permits end-users to name and save multiple work products. For example, during a single session on the DSS, a community coalition member can work on a new project's Needs Assessment for a grant proposal by creating a DSS report containing perfectly formatted tables and graphic figures captured from national survey data websites. Next, the coalition member can access and continue editing another project's Strategic Plan. The innovative Decision Support System is the capstone in CSAP's efforts to build a national prevention system to "Apply Prevention that Works." For example, the DSS provides rapid web-based access to effective substance abuse prevention programs identified by CSAP's National Registry of Effective Prevention Programs as "Model Programs" and as "Promising Programs". The DSS is also closely partnered with CSAP's six regional Centers for the Application of Prevention Technologies (CAPTs) as the CAPTs are helping to develop and field test the DSS. CSAP's CAPTs serve many thousand clients by providing training and technical assistance in applying science-based prevention. These clients include all the States and US Territories, Tribes, and prevention service providers at the community level. (The latter also include the more than 300 Drug Free Community grantees funded by OJJDP). Field evaluations of CSAP's DSS Prototype #1 indicate that: 1) its interface is both simple to use and transparent to computer novices and experienced users, and 2) the beta testers are very positive about the first prototype's usefulness. The DSS follows Federal website privacy guidelines and uses no persistent cookies. It will also be fully accessible to persons with disabilities. The DSS development schedule includes releases of new enhanced prototypes every six months. Jon Rolf, Ph.D. (jrolf@samhsa.gov) is responsible for DSS development and logistics of related presentations.

SAT 9:45-11:00AM UL302

**[341]
Building Community-based Organizations' Capacity for Evaluation: Different Approaches from New Voices in Community Psychology**

H. BARTON-VILLAGRANA¹
¹University of Illinois at Chicago and the Illinois Center for Violence Prevention, Chicago, IL

Like other organizations and public agencies, community-based organizations (CBOs) are facing increasing demands to demonstrate outcomes-based accountability for their services. To assist CBOs in meeting these new demands for evaluation of their services, some funders have created initiatives to build CBOs' evaluation capacity through a variety of means - primarily through facilitating collaborations between researchers/evaluators and CBOs. While the notion of capacity building has come into common currency, it is not currently well-defined or universally understood. This symposium highlights three projects that focused on building CBOs' evaluation capacity and the different approaches employed in each project as a way to stimulate discussion about what evaluation capacity is and what are best practices for building it.

**[342]
Building the Capacity of CBOs to Evaluate their Violence Prevention Programs**

H. BARTON-VILLAGRANA¹, M. SANCHEZ-CESAREO², R. JONES³, R. LACKEY³ AND D. SHANNON⁴
¹University of Illinois at Chicago and the Illinois Center for Violence Prevention, Chicago, IL; ²DePaul University and the Illinois Center for Violence Prevention, Chicago, IL; ³Illinois Center for Violence Prevention, Chicago, IL; ⁴Southern Illinois University, Carbondale, IL

This presentation will describe the work of the Evaluation Resource Institute (ERI), a partnership between the Illinois Center for Violence Prevention, a private, not-for-profit agency, and the Illinois Violence Prevention Authority, a public, state-wide grantmaking agency. The mission of ERI is to build the capacity of violence prevention organizations in

Illinois to evaluate their programs. The ERI has developed a model of capacity building for evaluation that focuses on providing information, resources, training, and technical assistance on evaluation issues. The emphasis of this model is on building the skills of staff members within community-based organizations to conduct internal evaluations of their prevention programs. Currently, the ERI has worked with over 50 organizations throughout Illinois. The authors will discuss successes and challenges they have encountered while collaborating with CBOs on these issues.

**[343]
Increasing Evaluation Capacity in a Community-Based AIDS Organization**

B. WILSON¹, G. GREENE¹ AND D. FORTE²
¹University of Illinois at Chicago, Chicago, IL; ²CITY Project, Chicago, IL

"The Chicago HIV Prevention Evaluation Demonstration Project," funded by the AIDS Foundation of Chicago (AFC), was created to help community-based organizations learn program evaluation skills. The AFC hired university researchers to collaborate with organizations to develop process evaluation procedures for their programs. Our presentation will describe evaluation activities in which we assisted an organization in assessing its outreach efforts to young African-American and Latino men who have sex with men. Our evaluation collaboration was guided by the observation that before the community-based organization could begin outcome evaluation activities, it had to build organizational capacity. This presentation will illustrate how our process evaluation efforts sought to understand the organization's conceptualization, design, and implementation of intervention activities and how the collaborative assisted the organization to improve its capacity to use the evaluation findings.

**[344]
Collaboration on a Community-Based HIV Program:
Expanding Evaluation Capacity**

A. BANGI¹, R. CONTRERAS¹, G. HARPER¹, A. PEDRAZA¹, M. TOLLIVER² AND L. VESS²
¹DePaul University, Chicago, IL; ²Project VIDA, Chicago, IL

This presentation will describe a collaborative partnership between a Latino-focused CBO and a team of university-based researchers/evaluators. This partnership was initially formed to evaluate the agency's HIV intervention efforts for Latina adolescent females via a process evaluation. It has also been extended to conduct a formal outcome evaluation, which was decided upon by the collaborative team. In tracing the history of this effort, we will discuss the challenges that were faced in various phases of this evaluation/research project, offer suggestions for how we attempted to overcome such obstacles, and highlight the importance of imparting evaluation skills and knowledge that the CBO can utilize after this partnership ends.

**[345]
Community-based HIV Provider's Perspectives on Evaluation and its Use**

R. MILLER¹, B. BEDNEY¹ AND H. BARTON-VILLAGRANA²
¹University of Illinois at Chicago, Chicago, IL; ²University of Illinois at Chicago and the Illinois Center for Violence Prevention, Chicago, IL

Over the last decade, there has been increasing interest in building the capacity of not-for-profit organizations and groups to evaluate their own work. These organizations and groups also face increasing pressure to engage in sophisticated evaluation activities that require at least modest internal evaluation capacity. Little empirical data are available to describe whether and how such organizations cope with these evaluation pressures and how organizations understand and use evaluation data. This presentation will describe results from 38 interviews with a statewide random-sample of HIV prevention service providers. The interviews focused on the development of HIV prevention projects and also included discussion of how the organizations determined that they were meeting their project goals. Implications for how community psychologists can best contribute to building such organizations' evaluation capacity are discussed.

SAT 9:45-11:00AM UL311

**[346]
Out-of-the-Ordinary Methodologies for Community Research:
Exemplars & Resources**

R. CAMPBELL¹
¹University of Illinois at Chicago, Chicago, IL

The potential mismatch between traditional psychological research methods and the goals of community psychology has been a long-running discussion in the field. For example, Tolan et al. (1990) wrote: 'community psychology retained many of the trappings of a traditional positivistic scientific model, causing several evaluators to note that the field's work was not on a par with its rhetoric' (p. 4). Throughout the years, writings like Rapkin and Luke's (1993) paper on cluster analysis, Shinn's (1990, 2000) pieces on cross-level modeling, and Miller and Banyard's (1998) special issue of AJCP on qualitative research have increased the methodological repertoire of the field. It is the spirit of these examples that this symposium proposes a forum for methods to take center stage. This symposium will present three exemplar community research projects that have used "new-to-us" methods. Although these studies have different substantive foci, they all demonstrate how to integrate qualitative and quantitative methodologies. Furthermore, the specific techniques used in these studies are quite new to the field of community psychology: quantitative techniques such as system dynamics modeling, social network analysis, and logistic regression were paired with ethnography, case study, and oral history interviews. Following a brief overview of current methods debates, each presenter will highlight the methodological innovations of their work. A resource bibliography of readings and software options will also be distributed.

**[347]
Qualitative Interviewing and System Dynamics Modeling**

R. LEVINE¹ AND D. LOUNSBURY¹
¹Michigan State University, East Lansing, MI

Ecological/community psychology needs research methods that promote critical modeling and theory-building that capture (1) dynamic processes, (2) non-linear relationships, and (3) hierarchy (multiple levels, or units of analysis), and (4) interdependency (feedback; close-looped analysis). Components such as these are difficult to work with using either traditional correlational, experimental, and quasi-experimental designs (for quantitative data) or thematic coding techniques (for qualitative data). As a result they are often ignored or deliberately avoided. System dynamics (SD) is a methodology that provides capacity to work with all four of these components. SD facilitates learning about the principles of structure and behavior of economic, technological, social, and environmental systems. A key assumption of SD is that deep structures (mechanisms) underlie the behavior of a system (or a problem manifested by a system). All available sources of information (technical reports and published literature; qualitative and quantitative data) may be tapped in order to discover these deep structures. The SD model-building process is iterative and (ideally) highly interactive. It is through cycles of interviewing, reflecting, modeling, and then re-interviewing that participants and researchers collaborate to construct valid, robust SD models. Several examples of SD applications in community settings will be presented.

**[348]
Voice, Power, and the Use of Quantitative and Qualitative Methods**

R. LANGHOUT¹
¹University of Illinois at Urbana-Champaign, Champaign, IL

Setting up quantitative and qualitative methods as oppositional and dualistic limits the way psychologists think about and use methods. It is possible, then, to re-think methods to determine if there are quantitative methods that are complementary to interrogating issues of voice and power. The current project is an exemplar, using both quantitative and qualitative methods in a holistic and pattern-focused study. The goal is to understand children's experiences of places related to school, while attending children's agency and the power differential between the researcher and participants. Participants are eight children at a predominantly African American and working-class school and serve as case studies. Particular children were

chosen because they challenge the dominant professional narrative about which children are engaged and behave at the school. Methods used include long-term participation and observation, ethnography, structured observations, interviews, multi-dimensional scaling, social network analysis, and cluster analysis. Most quantitative method variables are generated from the study participants; no outside structure is imposed. The quantitative methods extend and inform the qualitative methods, just as the qualitative methods extend and inform the quantitative methods.

**[349]
Oral Histories and Quantitative Analyses of Interviews With
Community Leaders**

J. KELLY¹
¹University of Illinois at Chicago, Chicago, IL

A partnership between a university research group and a community organizing organization led to the decision to document the development of community leaders via structured interviews. Logistic regression analyses of a complete sample of the 80 community leaders' interviews produced findings related to five dimensions of leadership: Community Involvement; Organization's Impact on Leaders; Continued Leadership Involvement; Religious Influences on Leadership; and Personal Visions of Leaders. A small group from the community organization in meeting with the university group considered the uses of this interview data. Creating a training manual was one option, but a decision was reached to instead conduct qualitative oral histories with six of the leaders. This presentation will focus on the processes of conducting the Oral Histories, the uses of the Oral Histories by the organization and the complementary nature of the Oral Histories with the quantitative analyses. The quantitative analyses highlighted the unique themes of this particular organization such as the role of a personal commitment to community change and the salience of spiritual beliefs in the leaders' activities. The Oral Histories provided insights into the leaders' earlier personal development, the passions for their activity and the circumstances related to racism in their youth.

**[350]
Discussant
K. MILLER¹**

¹San Francisco State University, San Francisco, CA

SAT 9:45-11:00AM UL201

**[351]
Everyone at School Hates Me! Building Socially Accepting
Classroom Environments**

A. MIKAMI¹, M. BOUCHER¹ AND K. HUMPHREYS²
¹University of California, Berkeley, Berkeley, CA; ²Stanford University, Menlo Park, CA

Our goals for this innovative session are to teach skills for promoting a socially accepting classroom, to stimulate new ways of thinking about the prevention of childhood social rejection, and to have fun in the process. In collaboration with attendees, we will learn together through role playing, experiential activities, and a brief, closing presentation of scientific evidence supporting the use of classroom environment-focused interventions for preventing social rejection. In every school, a subset of children are rejected and isolated by peers, which places the rejected children at high risk for adverse outcomes concurrently and over time. In this session, we will move beyond individual-level approaches to preventing peer rejection by showing ways to change the classroom environment for the benefit of all children. We take this approach because we believe individual-focused interventions implicitly blame and label rejected children while ignoring classroom environment factors that encourage or maintain peer rejection. Our program departs from previous interventions for peer-rejected children in several ways that follow the principles of community psychology. First, it focuses on changing factors endemic to systems that encourage or maintain peer-rejection. Second, it is prevention-focused, because fostering a classroom climate of peer-acceptance discourages future rejection for all children. Third, it includes teachers as collaborators in all stages of the intervention process. Finally, it encourages sustainability by changing teacher practices

that can endure after the project has finished. Our intervention program focuses on changing a key classroom environmental factor, namely the competitive nature of classrooms, which both (a) reinforces the acceptability of a status hierarchy among children, and (b) discourages positive peer interactions that might improve an unpopular child's reputation. We have implemented and evaluated our program at an urban public middle school (84% students of color). In collaboration with 20 teachers and their classrooms, we led heterogeneous groups of children in non-academic, cooperative tasks that required positive teamwork skills for success. In this innovative session, participants will experience this key component of our program by trying some of these cooperative tasks. We will also describe our collaboration with supportive teachers to extend our non-academic cooperative activities to the academic domain, in order to maintain gains from our classroom visits. In this innovative session, we will begin with role play involving all attendees, describe our general approach, play some cooperative games, and discuss the program together. We will close with a brief presentation of a wait-list control study of 300 students that supports the effectiveness of our cooperation promotion program. Participants will also receive a manual chronicling all our classroom activities and explaining how to try them in different settings.

SAT 9:45-11:00AM UL217

**[352]
Community Psychology & the Law: Examining Issues Central
to Social Change**

S. PORTWOOD¹ AND M. FONDACARO²
¹University of Missouri-Kansas City, Kansas City, MO; ²University of Florida, Gainesville, FL

Clearly, the legal system not only affects offenders and their victims, but also necessarily has a community-level impact. Thus, the systems-level approach of community psychology is a critical piece of efforts to effect social change through law and policy reform. The goal of this symposium is to examine ways in which community psychologists can begin to take a more proactive role in informing law and policy, as well as to examine useful frameworks for action. Panel members will examine some of the unfounded assumptions about human behavior that are at the heart of current jurisprudence, as well as the core of human rights discourse.

**[353]
Integrating Behavioral Science and the Law: Toward an
Ecological Jurisprudence**

M. FONDACARO¹
¹University of Florida, Gainesville, FL

The field of community psychology has yet to be fully tapped for its potential contributions to the law. This presentation will outline potential contributions that our field might make to jurisprudence and public policy reform relevant to the understanding and promotion of human rights and social justice. First, I will discuss several existing and emerging approaches to the synthesis of behavioral science and law and highlight their contributions and limitations. Next, I will identify traditional individualistic and atomistic assumptions in the law about human nature. I will then present an ecological model of human behavior and describe its relevance to two areas of law central to modern jurisprudence (legal responsibility and due process analysis). Finally, I will outline an ecological jurisprudence which builds on the strengths of previous efforts to tap the behavioral sciences for guidance on legal and policy reform relevant to the promotion of social justice and human rights.

**[354]
Development of Community Through Law: New Roles for
Faith-based Organizations**

M. SMALL¹
¹Clemson University, Clemson, SC

Prior to 1996, most churches and other faith-based organizations were ineligible to receive federal funding for community services. In a little noticed provision of the Welfare Reform Act of 1996 known as "charitable choice," the federal government allowed religious groups to receive money

for social programs without requiring them to censor their religious expression or give up their religious identity. States, with varying degrees of vigor and success, have partnered with faith-based organizations to provide community services that serve the purpose of transitioning people from welfare to work. Recent political developments and legislation suggest an even expanded role for faith-based organizations to receive federal money to develop community services. The paper begins with a conceptual overview of the potential for faith-based organizations to develop community through these new and anticipated legal developments. Next, the results of three focus groups that were held with religious and lay leaders from three counties in South Carolina will be presented. Finally, the paper ends with discussion of the potential strategies and likely barriers to building or enhancing the capacity of faith-based community development.

**[355]
Extension of Rights to Children: Unfounded Assumptions & Psycholegal Paradoxes**

M. SCHMIDT¹ AND N. REPUCCI¹

¹University of Virginia, Charlottesville, VA

The 19th and 20th centuries witnessed the extension of nurturance rights to children, underscoring entitlements to nutrition, medical care, and other benefits. Only in the second half of the 20th century, however, have children (primarily adolescents) begun to be awarded some rights to self-determination, allowing them to make autonomous decisions and exercise control over their own environments. While many people favor the extension of nurturance rights, a great deal of ambivalence surrounds whether (and which) self-determination rights should be accorded to children. As a result, a number of paradoxes have arisen in the extension of rights to children, which are often based on unfounded assumptions about children's capacities. A key role for community psychologists can be to use methodologically sound research in order to address the assumptions underlying the extension or withholding of self-determination rights to children and adolescents. This presentation will highlight unfounded assumptions made by the U.S. Supreme Court in a number of areas of children's rights, including the extension of due process rights to children, medical and abortion rights, mental health treatment, rights in school, and protection rights (i.e., protection from child abuse and the death penalty). The question of what social scientists can and have done to address these assumptions will then be examined.

**[356]
Therapeutic Jurisprudence as a Tool for Addressing Intimate Violence**

S. PORTWOOD¹

¹University of Missouri-Kansas City, Kansas City, MO

Notable among contemporary perspectives that seek to unite law and social science is therapeutic jurisprudence (TJ). TJ looks at the substantive rules of law, legal procedures, and how official participants perform their legal roles, proposing that law can psychologically help or harm individuals. TJ also urges that law must be based on sound empirical knowledge if it is to have a beneficial impact. In sum, TJ brings social science and law together to see whether law works as intended and how law can be improved. Few observers would contend that current efforts adequately address the problem of violence within intimate relationships. Even more troubling is a concern that current law and policy may actually exacerbate the problem. TJ is offered as an interdisciplinary approach that is well-suited to an examination of whether law successfully prevents intimate violence and, if not, how law and public policy can be changed to accomplish this important goal. This presentation will highlight current psychological research on intimate violence and explore how the law can itself become a therapeutic agent by using that knowledge to change not only offender and victim behavior, but also the broader community attitudes and behaviors that are an important piece of preventing and responding to these crimes.

[357]

Discussant

P. PAGLIOCCA¹

¹University of South Carolina, Columbia, SC

The discussant will consolidate key themes and address the potential benefits and limitations of the approaches discussed from the perspective of one who teaches both undergraduate and graduate students within psychology generally and community psychology more particularly.

SAT 9:45-12:15AM UL216

[358]

SimuReal: A Large Group Intervention for Community Problem Solving and Change

D. KLEIN¹

¹The Union Institute, Columbia, MD

SimuReal is a large group community and organizational intervention. It uses a custom-designed simulation approach that brings together for one or two days all major stakeholder groups involved in a situation to address, separately and together, an issue or area of concern in which they are involved. Each SimuReal is designed in advance with a Planning Group of representatives of groups who will participate in the event. With the help of a facilitator, the Planning Group: (1) decides on the task for the SimuReal; (2) determines the arrangement of the participant groups on the floor of the meeting space based on its assessment of such factors as intergroup trust, social distance, and influence; (3) takes responsibility for informing participants and arranging logistics for the event; and (4) determines who will be responsible for followup work based on decisions made at the event. configuration of A typical one-day SimuReal alternates three Action Periods, each followed by Analysis Sessions in which participants exchange information about their experiences and observations regarding what just took place.

The workshop includes: 1. 000 Plenary Session: Brief introduction to SimuReal theory and method 2. 010 SimuReal experience: A role playing mini-experience of SimuReal involving participants as public school personnel and citizen groups in designing a change from centralized to school-based management 3. 095 Plenary Session: Discussion based on the experience of how to involve key actors in designing the SimuReal event and the facilitator's role in managing action and analysis sessions. 4. 115 Small Groups: Consideration of possible use of SimuReal in back home situations 5. 130 Plenary Session: Brief group reports and response to questions regarding the SimuReal approach and its application in community settings.

Understandings that participants will take away from the workshop include: 1. The nature and purpose of SimuReal 2. How SimuReal can be used as part of a process of community or organizational problem solving 3. How to plan for and facilitate a SimuReal event. Handouts: All participants will receive an article describing the method and how it has been used in a variety of organizational and community settings. A training manual will be available at cost to anyone interested in purchasing one.

SAT 11:15AM-12:30PM Senate

[359]

Addressing Diversity in the Context of Policy: Welfare Reform as a Case Study

J. HSUEH¹ AND E. ROSMAN¹

¹New York University, New York, NY

As our understanding of the effects of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA) increases, there has been growing recognition that welfare recipients cannot be treated as a monolithic whole. This symposium addresses this challenge inherent in instituting federal legislation. It will include empirical and conceptual papers exploring the effects of welfare reform on populations that have been traditionally overlooked in the literature. Each paper explores the tension between sensitivity to diversity and broad-based policy reform and discusses potential solutions to this paradox.

[360]

Welfare Reform and Children: Do Employment Characteristics and Ethnicity Matter?

J. HSUEH¹, H. YOSHIKAWA¹ AND H. BOS²

¹New York University, New York, ²Manpower Demonstration Research Corp., San Francisco, CA

As the year 2002 approaches and the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 faces reauthorization, many unanswered questions remain regarding the effects of transitions from parenthood to employment on parents and children in an increasingly work-focused policy environment. Most notably, little is known about how the characteristics of low-wage work (e.g., wage levels, job instability, benefit provisions, and wage growth) affect children. Moreover, the extent to which these characteristics affect patterns of adjustment for families from diverse ethnic/racial backgrounds has largely been ignored. This paper examines whether employment brought about by anti-poverty programs affect children's socioemotional development differently, depending upon ethnic/racial background (African American and White). This paper also considers whether effects within these groups vary according to policy approach. Data from two experimental anti-poverty policy demonstrations (the New Hope demonstration and the Minnesota Family Investment Program (MFIP)) with positive effects on child development are used. The samples from New Hope and MFIP are approximately 56% and 40% African American, respectively. These findings may help inform how minority families and their children as a whole fare in the changing context of welfare reform and transitions in legislation. Implications of this research for policy reform will be discussed.

[361]

Welfare Reform: The Case of Children with Disabilities and their Families

E. ROSMAN¹

¹New York University, New York, NY

In research concerning the effects of welfare reform on children and families, children with disabilities and their families have been largely ignored. In order to address this gap in both policy and research, this paper aims to develop a research agenda that will inform both the policy and research worlds by developing policy-relevant data, pushing individuals in welfare and policy fields to consider individuals with disabilities and their families when designing research and creating policies, and pushing individuals in disability-related fields to consider the effects of poverty and its attendant policies. The central questions guiding this paper are: What is the prevalence of disability among mothers and children in or near poverty? What are the specific challenges that PRWORA presents which may be expected to differentially affect children with disabilities and their families? What are the specific developmental mechanisms through which we can expect those challenges to affect the development of children in these families? What outcomes and specific indicators of well-being do these mechanisms point towards? A final section presents suggestions in the areas of policy, research, and program implementation for addressing the specific needs of this population.

[362]

Pathways through TANF

C. RINCON¹, S. TOOHEY¹, M. SHINN¹, M. ALEXANDER² AND F. LIPTON³

¹New York University, New York, NY; ²Nathan Kline Institute, New York, NY; ³New York City Human Resources Administration, New York, NY

Studies have shown that mental health problems, including depression, anxiety disorders, and PTSD due to exposure to violence are prevalent among welfare recipients. This paper will present results of a study to determine whether psychological distress and exposure to violence interfere with women's ability to comply with the requirements of the new welfare laws or with their transitions from welfare to work. Data including the MINI International Neuropsychiatric Interview, the CES Depression Scale, the Trauma History Questionnaire, and a Survey on Exposure to Community Violence will be collected from approximately 600 predominantly Black and Hispanic women seeking to start or continue their welfare benefits in New York City. The interview will be administered by computer. Women who score high on psychological symptoms will be referred to a city subcontractor who will determine whether special

accommodations are needed at work. All women will be followed up in official records to determine whether psychological distress or exposure to violence affects their interactions with the welfare system or the job market. If so, findings may help to shift "blame" from women to mental illness or to perpetrators of violence, and lead to additional accommodations for poor women.

[363]

Discussant

B. WILCOX¹

¹University of Nebraska, Lincoln, NE

SAT 11:15AM-12:30PM House

[364]

Sex in the City: Feminist Methodology, Community Intervention and Teen Sexuality

B. GUZMAN¹, M. DELLO STRITTO¹, B. CASAD¹, M. SCHLEHOFER-

SUTTON¹ AND C. VILLANUEVA¹

¹Claremont Graduate University, Claremont, CA

We propose a roundtable discussion to further examine the function of feminist methodology in community interventions to promote responsible teenage sexual behavior. In this discussion we will explore the role of feminist methodology on the development, implementation and evaluation of a theater intervention that encourages responsible sexual behavior in a group of ethnic adolescents. The intervention, developed by a female-based non-profit community organization, provides services to ethnic youth. The intervention involves the casting of local teens to perform humorous skits that relay information about contraceptive use and making informed sexual decisions. The theater performances take place during the academic school year and target teens aged 12 to 18. The evaluation of the intervention involves a pre-post test design, with the pre-test data of each of the nine schools serving as the comparison group for the post-data of each target school. The overall findings suggest that this brief intervention does increase the behavioral intentions of the sample to use contraceptives and delay sexual intercourse. These findings will be discussed within the context of how non-traditional community interventions that are culturally competent and culturally appropriate can create an impact in the sexual behaviors of ethnic youth.

SAT 11:15AM-12:30PM Court

[365]

Building Bridges Across Diversities: Stories from the Front Lines

M. BOND¹ AND S. HARRELL²

¹University of Massachusetts Lowell, Lowell, MA; ²Pepperdine University, Culver City, CA

There is a growing body of theory about relations among diverse groups in community and organizational settings. There is also a more informal literature that highlights projects and experiences in the field. Our session aims to bridge theoretical and narrative approaches to generating knowledge by, first, inviting five presenters to share stories about particular projects (including the troubling and messy choice points), and then, asking everyone present to engage in a collaborative process of distilling central themes, lessons, and operating principles. Our hope is that this approach will emphasize the importance of placing diversity dilemmas in context and that it will make room for a more engaged discussion.

**[366]
Organizing African-Americans and Hispanics in an
Impoverished Community**

J. BERRYHILL¹ AND J. LINNEY¹

¹University of South Carolina, Columbia, SC

This presentation describes an initiative to organize African-American and Hispanic residents around common goals in an impoverished apartment community that was experiencing racial tension that included after-school fights among children. The organizer, a White male, gained entrance to the community as an ethnographer working to build trust and to gain understanding of the community's strengths and weaknesses. The work revealed that both ethnic groups shared common goals, but often had limited ties to the community, interacted infrequently and had few opportunities to work together. Thus, theoretical and empirically derived principles of community development were used to create a community organization in which African-Americans and Hispanics could pursue superordinate goals. The process, intended to empower residents and provide a stronger sense of community, had mixed results. Residents of both ethnic groups joined to work on common problems such as constructing a play area for children and cleaning the community, and the group gained media attention for their efforts. However, the number of members was always small and achievement of goals was elusive. The work raises the question: How can we efficaciously work in multiethnic settings where residents have numerous hopes and needs but limited ties to each other and their community?

**[367]
Consultant, Heal Thyself: Challenges in Diverse Training
Teams**

S. HARRELL¹

¹Pepperdine University, Culver City, CA

It is often recommended that diversity training be conducted by a team that, at minimum, contains racial and gender diversity. This brings multiple perspectives to the both the development and delivery of a program, as well as provides an opportunity to model working through diversity issues that may arise among trainers. However, this also challenges consultants to practice what we preach and to put the concept of building bridges across diversities into action. Rather than focusing on the external issues of consultees and communities, this presentation will focus on the diversity challenges within the consultant team. Each member of the team brings their own personal, cultural, and intergroup relations history to their work. It is important for team members to share their own "diversity stories" with each other, to put perceptions of each other on the table, and to anticipate challenges in their work together. There can be a parallel process between the dynamics of the consultee organization and the dynamics of the consultant team. It is suggested here that the effectiveness of diversity work is strongly related to the ability of the consultant team to work through their own diversity issues. The presenter will provide personal examples of challenges faced within diverse consultant teams and the lessons learned from them.

**[368]
Challenge of Human Relations Training: Lessons from the Non-
Profit Sector**

S. TAYLOR¹

¹Antioch University - Los Angeles, Los Angeles, CA

This presentation will focus on human relations programs developed and implemented by non-profit organizations. Numerous community-based and national non-profit organizations are dedicated to improving human relations through training programs designed for a wide variety of private and public sector entities. Despite the ever increasing shifts in demographics across the country that indicate that we are becoming increasingly more diverse, human relations education and training remains in many areas, a "hard sell." Through case examples and the personal experience of the presenter, challenges faced in the development and implementation of human relations training in the corporate, private, and public sectors will be addressed. Successful approaches will be highlighted with special emphasis placed on practices that lead to the creation mutually beneficial relationships between human relations non-profits and the sectors they serve. Unsuccessful programs will be discussed, with special attention paid to

community psychology principles that might have contributed to more successful outcomes. Recommendations for future directions in human relations training will be discussed and community psychology practices that might be beneficial to human relations non-profits highlighted.

**[369]
Addressing Concerns about Race-Based Favoritism in a
Community Program**

C. PARKER¹

¹Interaction Institute for Social Change, Cambridge, MA

Interaction Institute for Social Change (IISC) provides training, coaching, consulting, and facilitation services to organizations, partnerships, communities, and individuals. Helping Hands, Inc. is a social service organization that helps homeless shelter guests to secure employment. Its staff is almost evenly split between African-American and Latino staff. Concerns about race-based favoritism arose early in the assessment. The intervention led by IISC included individual interviews, group discussions, and training. The work reaffirmed several key insights: 1) At their best, consultants can lend perspective to a group's perceptions of its situation, 2) Weak, opaque, or non-collaborative organizational processes often lead people to experience difficulties that they attribute to diversity, 3) Many "diversity problems" can be improved by building various collaborative work processes and giving skillful feedback, 4) People who feel at a disadvantage often need to ensure that others have understood them before they are willing to look or move forward, 5) While facilitators can help groups to air their differences, training in discussion and reflection skills helps to deepen the insights and sustain the gains made during such conversations, and 6) Consultants should engage in ongoing personal learning and work in pairs to guard against their own limitations hindering the groups they serve.

**[371]
Making the Workplace a Better Place: Towards a
Collaborative, Inclusive Culture**

W. MADSEN¹

¹Public Conversations Project, Watertown, MA

The presentation will describe a consultation with the Department of Human Services in a diverse, urban city government facilitated by staff of the Public Conversations Project (a non profit organization dedicated to facilitating conversations across serious differences). The initiative, entitled "Making the Workplace a Better Place," sought to help the department develop an organizational culture that was more collaborative and inclusive, with a commitment to identify relevant gender, race, class, and ethnicity issues. The initiative worked with expanding circles of diverse, cross-functional groups that identified three areas for focus: Communication (developing ways for people to feel heard and have a better sense of what is going on in the Department), Support (developing ways for people to feel supported and validated in their work), and Diversity Issues (developing ways to acknowledge, embrace, address and support differences in the Department). In a second round, the Public Conversations Project consulted to in-house facilitators who worked with cross-function work teams to refine and initiate suggestions to address each area of focus. There was a strong focus on using the work teams to enact a different organizational culture in the process of their work. The presentation will focus on some of the dilemmas, challenges and lessons encountered in this process.

**[370]
Facilitated Discussion**

K. MATON¹, M. WILSON², M. BOND³ AND K. LEE⁴

¹University of Maryland, Baltimore County, Baltimore, MD ; ²University of Virginia, Charlottesville, VA ; ³University of Massachusetts Lowell, Lowell, MA; ⁴Montgomery Village, MD

A discussion with attendees will be facilitated with the intent of identifying common threads, challenges, barriers, and opportunities in diversity-related work. To wrap up the session, Kien Lee will provide an overview of the Valuing Diversity Project supported by the American Psychological Association and the W.K.Kellogg Foundation. She will describe the various shapes and forms of "valuing diversity" projects, the elements of a promising strategy, and how these projects and elements

reflect psychological perspectives about cultural diversity. She will present exemplary projects and how they reflect the current knowledge about what works. Her presentation will conclude with a discussion of the lessons learned in trying to replicate these efforts and the challenges of a knowledge based approach to such an emotional and value laden issue.

SAT 11:15AM-12:30PM Sinclair

**[372]
Acculturation Research and Community Psychology: Where
Culture and Context Meet**

D. BIRMAN¹

¹University of Illinois at Chicago, Chicago, IL

The symposium will explore how the construct of acculturation and acculturation research can be useful to community psychology and, in turn, how community psychology and the ecological framework, in particular, can be useful to the study of acculturation within ethnic communities and immigrant families. Further, we suggest that an ecological approach to acculturation can stimulate the study of how diverse ethnic groups in the U.S. impact the "mainstream" culture of the surrounding society and its institutions. In this way, we present ideas about ways that research on culture and context can be integrated in community psychology, drawing on examples from our own research with immigrant communities.

**[373]
Parent-Child Acculturation Gaps: Fact or Fiction?**

R. BUCHANAN¹

¹Westat, Rockville, MD

The second presentation will focus on the family issue most often identified by acculturation research for putting immigrant and ethnic minority adolescents at risk: the acculturation gap between parents and children. The presenter will review the literature on this topic and present data from two different studies examining the impact of the acculturation gap on Latino and Russian immigrant adolescents and their mothers, respectively. While the first study followed the traditional methodology of assessing the extent of the acculturation gap by asking the children about their parents' acculturation, the second study independently assessed acculturation among 159 pairs of adolescents and their mothers. This quantitative study was followed by a qualitative study of a subset of the adolescent-mother dyads. Both studies found the expected gaps in acculturation. However, while these gaps were associated with family outcomes for the Latino sample, the acculturation gaps did not predict family conflict, cohesion, or perceived parental support among the families from the former Soviet Union. Further, qualitative data supported these findings. Thus, these data suggest that this key construct in the acculturation research needs to be re-examined with greater attention to issues of context. In particular, these findings highlight the need to both understand the impact of a specific culture on the constructs being studied and to better understand the family as a bicultural context.

**[374]
Understanding Acculturation: Toward a Person-in-Context
Perspective**

D. BIRMAN¹

¹University of Illinois at Chicago, Chicago, IL

The topic of acculturation, the cultural change that immigrants and refugees experience as a result of moving to a different culture or that ethnic minorities experience as a result of having to adapt to the larger mainstream society, is perhaps the most important process to understand within the field of cultural diversity. This dynamic process of change takes many forms and involves the acquisition of new language, behaviors, identification, and values within the new culture, as well as retention or abandonment of one's native culture. This complex process unfolds differentially for different family members depending on age, gender, and other factors. Our research also suggests that it unfolds differentially in different community contexts. Further, different life domains, such as school/work, neighborhood, family, peer networks, etc., also represent different contexts within which acculturation unfolds and may impact the types of acculturation that are

most adaptive. This presentation will briefly review existing acculturation research, which has traditionally focused exclusively on the individual level of analysis, thereby ignoring the impact of a variety of contextual variables. Using examples from our research with Latino immigrants and refugees from the former Soviet Union, we will illustrate ways in which we have attempted to move toward a "person-in-context" approach by studying contextual variables.

**[375]
What an Ecological Model of Acculturation Would Look Like**

E. TRICKETT¹

¹University of Illinois at Chicago, Chicago, IL

The purpose of this presentation is to articulate an ecological framework for understanding and studying the acculturation of immigrants, refugees, and ethnic minorities to the larger society, as well as the acculturation of members of the "dominant culture" to these groups. The previous two talks have suggested that the experience of the individual undergoing acculturation needs to be understood in context, particularly in the context of culture, community, and family. However, moving acculturation research in this direction requires a further step—understanding the context itself. The presentation will outline different approaches to studying the acculturative context, including ways of describing the demographics of a particular environment (e.g., ethnic density, diversity vs. homogeneity, etc.), and documenting the "acculturative press" of a given environment—or what expectations the environment places on individuals within it to adopt different acculturative styles. This presentation will also draw on aspects of ongoing research projects on the adaptation of refugees from the former Soviet Union in two diverse communities to illustrate these points, but will go beyond the existing findings in outlining what a comprehensive ecological model of acculturation research could look like.

**[376]
Discussant**

R. WATTS¹

¹Georgia State University, Atlanta GA

SAT 11:15AM-12:30PM Lanier

**[377]
Noncustodial Parents: An Important Link to Impacting
Childhood Poverty**

J. LIGON¹

¹Georgia State University, Atlanta, GA

Payment of child support by noncustodial parents is a key component of the current welfare reform effort in the U.S. This Roundtable Discussion will be facilitated by a group of Georgia state-level agency representatives and Georgia State University faculty who have been involved with recent initiatives that target noncustodial parents. The discussion will include programs that address educational and vocational needs of noncustodial parents as well as an experimental initiative that focuses on complex cases. The findings of two evaluation and research efforts will also be briefly presented and handouts will be provided to summarize all of the above. Other participants will then join in an open discussion of this issue to share efforts that are in place or being considered and to investigate the possibility of partnership initiatives for those who are interested.

SAT 11:15AM-12:30PM Lucerne

**[378]
Evaluating and Promoting System Change to Empower At-Risk Populations**J. COOK¹
¹University of North Carolina at Charlotte, Charlotte, NC

Community psychologists must regularly address the needs of diverse stakeholders while developing applied research and intervention efforts. This symposium describes the issues involved in engaging these stakeholders in system change efforts in two arenas: low-income neighborhoods and mental health service systems. Methods used to engage relatively disempowered groups are described. While each project addresses a different type of work with populations at risk for a variety of problems, each utilizes similar mechanisms for ensuring that applied research projects contribute to empowerment through the development of lasting system change.

**[379]
Studying Resilience Among At-Risk Children: Applications for Mental Health**R. KILMER¹ AND J. COOK¹
¹University of North Carolina at Charlotte, Charlotte, NC

Presents early findings from an assessment of adjustment outcomes among siblings of children with severe emotional problems. This project constitutes the initial step in a planned longitudinal study of childhood risk and resilience. It involves siblings of children with severe emotional disturbances (SED), identified through CMHS-funded Systems of Care sites across North Carolina, and assesses the functioning of these understudied children. Children at-risk of developing more serious mental health difficulties, and those adjusting well at home and school, are being identified. Data collection is underway. The presentation will provide details regarding: a) stress exposure among siblings; b) their adjustment, including caregiver- and teacher-rated problem behaviors and competencies; c) relationships between child and family background variables and sibling adjustment; and d) relationships between sibling characteristics and those of the System-identified child. Particular emphases include the engagement of parents in the development of the study, and the practical value of this interdisciplinary, collaborative project for families, administrators and providers in the mental health system. Immediate applications in service delivery and practice, training, and advocacy efforts, as well as the larger project's implications for preventive interventions, will be described.

**[380]
Assessing System Change in a System of Care**E. SPELMAN¹ AND J. COOK¹
¹University of North Carolina at Charlotte, Charlotte, NC

In an effort to make services more coordinated, individualized, comprehensive, and strengths-based, Cleveland County, NC has implemented a System of Care philosophy of service delivery. When families and children with serious emotional disturbances need help, they now receive "wraparound" services that provide them a comprehensive range of services to help meet their needs. The University of North Carolina at Charlotte is providing training and technical assistance to agencies and schools in Cleveland County to help improve service delivery. A System of Care survey was developed to assess how well the community was implementing the planned system changes. A one-year follow-up has shown the need for improved training and follow-up, particularly among school personnel. In addition, comparisons are being made between the perceptions of service providers and school personnel and more objective indicators found in client files and program archives. These comparisons will yield a more complete picture of ways the System of Care is changing. Methods of engaging families and service providers in the development of measures and the evaluation of findings will be described, with an emphasis on helping multiple stakeholders become empowered to advance system change.

**[381]
Using Neighborhood Newsletters to Effect Neighborhood Change**J. SHECTER¹ AND J. COOK¹
¹University of North Carolina at Charlotte, Charlotte, NC

Low income neighborhoods often have difficulties mobilizing community support to effect change. Newsletters can provide a means of informing neighborhood residents of existing efforts to improve the neighborhood, opportunities for their involvement in the resident association, and stimulating optimism and communication. The results of a study assessing community change as a function of newsletter distribution in a very low income neighborhood will be described. In particular, resident optimism, sense of community and cohesiveness will be assessed, along with measures of participation in neighborhood events, litter and real estate sales. The target neighborhood will be compared with an adjacent, similar neighborhood that does not have a community newsletter. These efforts are part of the Community SUPPORT Project, which assists low-income communities in Charlotte with resident organizations, family support and economic development. Community SUPPORT's technical and financial assistance helped the neighborhood develop and distribute newsletters and develop other neighborhood programs. The process of building the needed relationships with the community, such that the newsletter and its evaluation are a collaborative process, will be described. Implications for community development and empowerment of the community will be outlined.

SAT 11:15AM-12:30PM Capital

**[382]
Housing and Support for People with SMI: Towards Empowerment and Community**B. KLOOS¹
¹Yale University, New Haven, CT

During the past 35 years, many programs have been developed to support the rehabilitation of persons with serious mental illness (SMI). The bulk of these efforts have focused on reforming institutional settings or practices rather than developing supports that foster empowerment in community settings. The papers of this symposium focus on community-based housing as a critical setting for persons with SMI. Empirically-based conceptual frameworks are presented to better understand the social ecology of housing. Authors provide supporting evidence from their research and present interventions that foster social integration, prevent relapse and empower persons as active, participating citizens in their neighborhoods and broader community.

**[383]
Innovations in Housing People with Serious Mental Illness**G. NELSON¹
¹Wilfrid Laurier University, Waterloo, Ontario

The purpose of this presentation is to review innovations in housing for people with serious mental illness. The underlying values and key characteristics of custodial, supportive, and supported housing approaches are outlined. In the literature and in practice, distinctions between these approaches are often unclear. An operational definition of these three approaches (based on profit orientation, the nature and terms of support provided, and the degree of consumer empowerment) is proposed so that housing settings can be classified as fitting one of the three approaches. The literature is reviewed with respect to how these three different approaches to housing differ with respect to housing characteristics and characteristics of residents. Studies which have examined outcomes for residents for these three different housing approaches are reviewed. Recent comparative studies of supported housing and group living are highlighted. While group living arrangements are associated with more support, supported independent housing offer tenants more control over their housing. Developing housing options that offer both support and control is noted as a key challenge for policy and practice. Based on the values and research of the different approaches to housing, recommendations are made for future policy and planning, practice, and research.

**[384]
Social Role Valorization in Housing for Persons with Psychiatric Disabilities**T. AUBRY¹
¹University of Ottawa, Ottawa, Ontario

"Social role valorization" (SRV) (i.e., providing disabled populations with opportunities for valued social roles) is a theory that has been influential in the development of strategies such as supported housing for disabled populations (Wolfensberger, 1985; 1998). Despite its importance, SRV has received relatively little attention in community mental health research. The presentation will communicate findings of a study that examined the relationship of SRV associated with supported housing to community integration and quality of life of persons with psychiatric disabilities. A group of 67 persons with psychiatric disabilities living in different types of supported housing in Ottawa-Carleton were interviewed on two separate occasions. The first interview assessed the extent that their housing facilitated SRV using the PASSING rating system. A second interview provided self-report ratings on physical integration (i.e., presence in the community), psychological integration (i.e., sense of community with neighbours), social integration (social contact with neighbours), and on subjective quality of life (i.e., global life satisfaction). Results showed SRV contributing directly to all three types of community integration. Psychological integration was found to mediate the relationship between SRV and subjective quality of life. Implications of the findings for improving supported housing for persons with psychiatric disabilities will be discussed.

**[385]
The Importance of Landlords for Person-Environment Fit in Supported Housing**B. KLOOS¹
¹Yale University, New Haven, CT

This paper reports on a program of research and intervention that seeks to foster nurturing social environments for persons with serious mental illness (SMI) living in supported housing. A fundamental assumption of this work is that supportive social environments will nurture positive social interaction and support persons' efforts for recovery. In order to shed light on how community settings can be supportive of tenants' recovery, a group of 462 tenants with SMI were surveyed about their contact with landlords, with neighbors, and the social climate of their neighborhoods. Positive relationships with landlords predicted more contact and better relationships with neighbors. Positive contact with landlords was also associated with more positive experiences in neighborhoods and greater satisfaction with housing. Results of 30 surveys and 17 in-depth interviews with landlords indicate that most had some positive experiences with tenants and were motivated to be helpful, although they were not certain of how to be supportive. Therefore, an intervention was developed to engage landlords in ways that support tenants' recovery. Presentation of the intervention is used to begin a discussion of what can be developed that supports success in housing, fosters social integration, nurtures empowerment, and prevents relapse associated with serious mental health challenges.

SAT 11:15AM-12:30PM UL302

**[386]
Coalition Building: Linking Coalitions to Further Build Community Capacity.**L. LESONDAK¹, S. DAVIS², D. MENNICE², M. DEGUZMAN³ AND H. BEIDINGER²¹Howard Brown Health Center, Chicago, IL; ²Chicago Department of Public Health, Chicago, IL; ³Chicago Health Outreach, Chicago, IL

Community coalitions have been established to address the lack of various services around a particular issue. In Chicago, a myriad of coalitions have been established to address the needs of various public health issues. Many of these coalitions have been functioning as a way to establish better health services within various communities, however due to lack of resources many of these coalitions have not been able to meet their needs. The City of Chicago's Department of Public Health has recently

funded a series of coalitions to increase consumer access to health services and strengthen the existing linkages among local prevention, treatment and care providers to better serve these communities. The city's Capacity Building Department has appointed Community Health Specialists to aid in the development, implementation, and evaluation of coalitions addressing different public health needs. The proposed roundtable will enable participants to discuss how coalitions with different missions can share overlapping issues to further develop the resources of the individual coalitions. Members of this roundtable serve on different public health coalitions and have begun to provide regular feedback to the community and local government. This collaboration has enabled formal linkages between agencies to better serve the public health needs of the various communities

SAT 11:15AM-12:30PM UL201

**[387]
Investigating our History to Promote an Ecological Experience of Empowerment**H. DAVIDSON¹
¹Vanderbilt University, Nashville, TN

The study of history is essential to understanding current perspectives in psychology. Critically interpreting historical transitions provide legitimacy and context to marginalized ideas and groups. Community psychology, as a relatively new discipline, rarely links its foundational theories to the historical perspectives of traditional psychology and the wider academic society. This symposium will utilize an ecological perspective to trace the role of traditionally disenfranchised groups (the mentally ill, women, and African-Americans) within the scholarly works of our discipline. This will hopefully provide greater insights into where our discipline has intellectually been and where it is headed in the 21st century.

**[388]
Emergence of an Ecological Theory: Historical Roots and Ruture Branches**H. DAVIDSON¹
¹Vanderbilt University, Nashville, TN

For the past 40 years, Community psychology has promoted an ecological approach to the study of people in their environments as complex, adaptive social systems. This perspective has paved the way for a more accurate understanding of marginalized groups in the face of societal norms and political pressures. However, as such an important framework within our discipline, little has been written on how the idea of ecology developed within psychology. Using a historical analysis, this paper traces the understanding of interrelationships between humans and their environment from Aristotle through the history of psychological research. By viewing the acquisition of knowledge as a dynamic system in and of itself, historical perspectives will also reveal the influence of parallel developments in other disciplines such as sociology and biology. Similar to an emerging forest, ecology as a theory grew from its own establishment. This perspective reflects the new paradigm for all science, the synthesis of knowledge. Understanding the historical development of an ecological framework will better guide holistic research of human complexities, and continually empower those promoting healthy communities.

**[389]
From Exclusion to Empowerment: Psychology, Politics, and Mental Illness**J. HENRICKSON¹
¹Vanderbilt University, Nashville, TN

From ancient Athens to contemporary America, popular philosophies of human behavior have sanctioned the separation of "deviants" from mainstream society. This section of the symposium will explore variations of such separation ranging from infanticide to institutionalization. It will highlight how this history of separatism, based on a defect model, evolved toward an emphasis on inclusion and strength -- and ultimately launched community psychology. Psychology's oppression of people deemed mentally ill is giving way to a positive view of mental health and the ecology of human life.

[390]

Foremothers of Psychology: A Historical Account of an Empowered GroupS. REICH¹¹*Vanderbilt University, Nashville, TN*

Community psychology's history is littered with stories of helping and empowering marginalized groups. One group that is often ignored in the history psychology and the birth of the field of community psychology is women. Their courage, strength, and dedication paved the way for female psychologists, greater professional equality between the genders, and the future field of community psychology. This talk will discuss how our foremothers were able to defy the societal norms, stand strong in the face of blatant sexism and slowly change the way the forefathers of the field viewed women. These great men of psychology, such as James, Tichner, Hall, Boring, and Cattell all published numerous works on the inferiority of the female intellect and the dangers to humanity if women were educated. However, they each changed their views of women and often proactively lobbied for female graduate education after working directly with such exceptional women as Calkins, Shinn, Washburn, Ladd-Franklin (and many others). The foremothers of psychology had the courage to break down barriers, change men's views, and contribute intellectually to the foundation of our discipline. A true empowerment success story in our field's history!

[391]

From Eugenics to Empowerment: Research on the Black CommunityT. PINKARD¹¹*Vanderbilt University, Nashville, TN*

Throughout our history, psychological methods and tools have often been used to support stereotypical ideologies and discriminate against various ethnic and cultural groups, particularly African-Americans. Social Darwinism, eugenics, and the psychological testing movement all provide salient examples. As we take our first few steps into the 21st century, however, psychological research has begun to concentrate on methods of facilitating empowerment of those individuals and communities that our field once marginalized. Research is slowly beginning to focus on positive aspects of Black life and the Black community, as well as the factors that contribute to healthy, successful African-Americans, as opposed to the focus on deficiency and deviance of the past. This presentation provides a brief historical account of the changing trends in research on the Black community, and then discusses suggested methods of using an empowerment and strengths model to conduct meaningful and accurate research in the African-American community.

[392]

DiscussantJ. KELLY¹¹*University of Illinois at Chicago, Chicago, IL*

SAT 11:15AM-12:30PM UL217

[393]

Reactionary Masculinity: Destructive Behaviors among Black Adolescent MalesJ. BERRY¹¹*Bon Air Juvenile Correctional Center, Richmond, VA*

According to Wilson's (1987) Reactionary Masculinity, adolescent African-American males engage in destructive behaviors due to faulty definitions of masculinity and low ethnic identity. The assumptions of this theory were examined through inter and intra group comparisons. The groups consisted were: non-violent African-American, violent African-American, non-violent Caucasian and violent Caucasian. These groups were compared on three instruments: The Demographic Questionnaire, the Hypermasculinity Inventory and the Multigroup Ethnic Identity Inventory. The results of this study lend initial support to the assertions of the theory of Reactionary Masculinity. Based on these initial results, an intervention

program for African-American adolescent males entitled Making attitude Adjustments in order to Lead more Effective lives (MALE) was developed and evaluated. The evaluation of this intervention program was initiated through the use of an intervention and no treatment control groups. Comparisons were at pre and post intervention on three measures: the Hypermasculinity Inventory, the Multigroup Ethnic Identity Scale and the Story Measure. Initial data lends support to the efficacy of the MALE intervention program at reducing hypermasculine attitudes, increasing levels of ethnic identity and an increased ability to identify thinking errors.

SAT 12:30 - 2:00 PM Student Center Reception Hall
Boxed lunch available

SAT 12:45-1:45PM Senate

Committee on Women Meeting

Kim Eby, Chair

SAT 12:45-1:45PM House

Social Policy Committee Meeting

Sarah Cook, Chair

SAT 12:45-1:45PM Court

International Committee Meeting

Chris Sonn, Chair

SAT 12:45-1:45PM Sinclair

Self-help/Mutual Support Interest Group Meeting

Larry Davidson, Chair

SAT 12:45-1:45PM Lanier

LGBT Interest Group Meeting

Alicia Luckstead, Chair

SAT 12:45-1:45PM Lucerne

Prevention and Promotion Interest Group Meeting

Arthur Reynolds, Chair

SAT 12:45-1:45PM Capital

Community Action Interest Group Meeting

Paul Speer, Chair

SAT 12:45-1:45PM UL302

Community Health Interest Group Meeting

Steve Godin, Chair

SAT 12:45-1:45PM UL201

Disabilities Interest Group Meeting

Esther Onaga, Chair

SAT 12:45-1:45PM UL216

School Intervention Interest Group Meeting

Emily Bradbury and Nadia Ward, Co-chairs

SAT 12:45-1:45PM UL217

Rural Interest Group Meeting

Sherry Hamby, Chair

SAT 2:00-3:15PM Senate

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Racism, Socialization and Well-Being OutcomesS. HARRELL¹¹*Pepperdine University, Culver City, CA*

The impact of sociopolitical phenomena on the psychological well-being of individuals, families, and communities is an core area of inquiry in community psychology. This symposium will focus on the impact of racism experiences and racial socialization on a variety of adaptational outcomes such as achievement, self-esteem, and psychological well-being. Critical challenges in conceptualization, research, and action relevant to racism and mental health will be explored in each presentation. Mediating variables such as spirituality, culture-based belief systems, and racial composition of social contexts will be examined. Implications for future work will be discussed.

[395]

Toward Understanding Multiple Contexts of Racial SocializationG. RAYMOND-EMBRY¹¹*California School of Professional Psychology, Los Angeles, CA*

The cumulative and interactive impact of racism and classism has always, and continues to place African-American children at increased risk for negative physical and psychological health outcomes. As a result, these social inequities have historically influenced the methods in which African-American parents socialize their children. Racial socialization refers to the messages and behaviors parents use to protect their children from racism, as well as to transmit culture. While there has been increasing attention to racial socialization during the past decade, little is known about the various contexts and parental perceptions that give rise to race-related messages. Moreover, recent investigations suggest that racial socialization is more complex than previously believed. It is multilayered, bi-directional and incorporates feedback from nuclear and extended family, as well as from community socialization agents. This presentation will offer a comprehensive model of racial socialization in African American families. The model includes attention to individual, microsocial (e.g., family, school) and macrosocial (e.g., sociopolitical conditions, SES) contexts that give rise to racial socialization messages. In addition, preliminary data from a qualitative study of contextual influences on racial socialization in African-American families will be presented.

[396]

Racism and Self-Esteem among Asian AmericansM. OH¹¹*California School of Professional Psychology, Los Angeles, CA*

Despite the growing race-related conflicts, hate crimes, and racism experiences faced by many Asian Americans, research on the psychological impact of such experiences is sorely lacking. This lack of attention is likely

related to the "model minority" myth which implies that we don't have to be concerned about Asians because they are so well adjusted. However, the little research that exists suggests that the relationship between discrimination and psychological well-being for Asian Americans may be quite different than for African Americans and Latinos. Some recent research has found that Asian Americans tend to respond to experiences of racism with lower self-esteem compared to other ethnic groups. Building on the work of Jennifer Crocker and her colleagues on stigma and collective self-esteem, this author will present a model for understanding the psychological impact of racism on Asian Americans. The model includes contingencies of self-esteem such as attributional ambiguity, reflected appraisals, and perceived legitimacy of discriminatory treatment. The role of cultural beliefs and values is central to understanding why racism may be perceived differently and have a different impact for Asian Americans. For example, the regard that others may have for the individual may have a stronger relationship individual well-being because of a strong collectivist orientation. Preliminary data from a study of Asian American college students will be presented.

[397]

To Narrow the Achievement Gap: Racial Socialization, Spirituality, and RacismJ. MILLER¹¹*Escondido, California*

High school dropout rates among African American youth remain disproportionately high. The purpose of this study was to examine how experiences of racism, racial socialization and spirituality effect the achievement attribution and general achievement motivation among African-American youth. The participants were students (N = 101) of a South Los Angeles high school. The sample reportedly came from working and middle class families; fifty-four percent (54%) were 14 or 15 years old. The participants and their families frequently attended church or worship service. Racism was expected to negatively relate to internal attribution for success, internal attribution for failure, and general achievement motivation. Racial socialization and spirituality were hypothesized to positively predict the achievement variables. The predictions were partially confirmed. The findings suggest that sociopolitical and spiritual variables are related to academic achievement motivation and attribution among some African-American youth. Recommendations for future research include further exploration of: the quantity and quality of racism awareness messages toward youth; the context in which Black youth receive racial socialization messages; the healthy mix between youth taking responsibility for some achievement issues, as well as understanding potential outside influences; and the relationship between spirituality and internal attribution for success and failure.

[398]

Racism and Psychological Well-being in a Multiethnic Sample of College StudentsS. HARRELL¹¹*Pepperdine University, Culver City, CA*

The experience of racism is multidimensional and can be conceptualized as a source of stress. It is experienced both individually and collectively, as well as directly and vicariously. This presentation will describe data examining the relationship between racism experiences, racial socialization, and well-being outcomes. The study assessed four dimensions of racism experience: personal domain-related, daily microstressors, vicarious experiences, and perception of collective impact. Two types of socialization were measured: racism-related socialization messages and racial composition of social contexts. The relationship between these dimensions of racism and racial socialization will be presented. Overall, the greater the exposure to predominantly white social contexts the more racism experience was reported. The relationship between racism-related socialization messages and racism experiences was more complex and depended on the type of racism assessed. All dimensions of racism were positively and significantly related to subjective distress and psychological symptoms. Interestingly, only direct and collective racism experiences had a significant negative relationship with positive well-being. Apparently, lower levels of vicarious and daily microstressor racism experiences do not increase the likelihood of positive well-being. Implications for prevention

activities with youth, parent education, and future research directions will be discussed.

[399]

DiscussantH. STEVENSON¹¹University of Pennsylvania, Philadelphia, PA**SAT 2:00-3:15PM House**

[400]

Promotion in the 21st Century: Challenges and New DirectionsV. TSENG¹, R. BECKER-KLEIN¹, A. ROBERTS¹, J. RAPAPORT², E.TRICKETT³ AND D. BIRMAN³¹New York University, New York, NY; ²University of Illinois, Champaign,IL; ³University of Illinois at Chicago, Chicago, IL

After years under the umbrella of prevention, promotion has begun to emerge as worthwhile in its own right. Promotion exemplifies a way to focus on the strengths of individuals and communities, and is arguably more promising than prevention as a framework for interventions that advance the ideals of community psychology. Despite considerable and growing interest in promotion, there are few instances of promotion efforts in practice. This may in part be due to the rare opportunity for forums for community psychologists to discuss promotion, the conceptual challenges posed, and directions for the future. We, therefore, propose a town hall meeting to discuss a model for promotion efforts. The discussion will be guided by the following questions. 1. Process vs. Outcome: What are the benefits and limitations of considering promotion of processes versus outcomes/end-states? How can processes be measured? 2. Ecological Levels of Analysis: How can we take into account ecological perspectives in promotion efforts? Should promotion efforts be targeted to individual- or extraindividual-level processes or outcomes? 3. Diversity: How does diversity come into play in promotion efforts? Can promotion programs be packaged and disseminated across different populations? 4. Promotion, Prevention & Empowerment: Do promotion, prevention, and empowerment goals fit together?

SAT 2:00-3:15PM Court

[401]

Forging Strengths-based Social Policy: A Strategic Brainstorming SessionK. MATON¹¹University of Maryland Baltimore County, Baltimore, MD

After two years of interdivisional collaboration between SCRA and Child and Youth Services (APA Division 37), an edited volume and a set of exemplars for strengths-based social policy have been generated. The proposed session represents the start of the next phase of the project: developing an agenda for advocacy work. Following a brief overview of the strengths-based initiative and three brief case studies of research-based policy advocacy, members of SCRA, the strengths-based task force, and the SCRA social policy committee will begin developing a strategic, strengths-based policy advocacy plan, encompassing various content domains and levels of social policy.

[402]

An Overview of the Division 27/37 Strengths-Based Research and Policy InitiativeA. SOLARZ¹ AND C. SCHELLENBACH²¹Arlington, VA; ²Oakland University, Rochester, MI

This collaboration was initiated in 1998 as a joint interdivisional task force on Fostering Strengths-based Research and Policy: Investing in Children, Youth, Families, and Communities. The task force has developed a 3-year work plan to pursue the following goals: (1) Produce a book that integrates scholarly research and policy aimed at promoting positive

developmental outcomes among children, youth, families, and communities; (2) Produce a policy-oriented volume aimed at policymakers and the public; and (3) Develop a social policy agenda of activities to implement the suggestions from the two volumes. The presenters will summarize the accomplishments of the task force to date and will provide the context for planning the social policy agenda for the third year. Key accomplishments of the first two years include the development and completion of a scholarly volume, a conference that united researchers and policy-makers to develop the foundation for a policy-oriented summary volume, and the development and funding of the summary volume. The third year of the project is designed to focus on the generation of research-based policy work in the local, state, and federal domains. This session represents an interdivisional effort to seek input and support from the membership in pursuing this initiative.

[403]

Strengths-Based Policy Advocacy at the Federal Level: A Case StudyD. DODGEN¹¹American Psychological Association, Washington, DC

This presentation will use a current federal policy issue (such as child maltreatment or education reform) to illustrate: (1) how scientific information has been used to inform a policy debate and influence its outcome; and (2) how policies in this area can promote strengths in children, youth, families, and communities. Although advocacy at the federal level can appear complex and even overwhelming to many psychologists, participation in the federal advocacy process is a logical and important step for psychologists whose work has relevance for the policy arena. The presenter is a senior member of APA's Public Policy Office, with special expertise in child and youth policy and the public interest. The specific topic selected will be one that is ongoing at the federal level at the time of the conference, so as to maximize its relevance for discussion. The presentation will help members of the Society for Community Research and Action increase the impact of their work by looking at successful models for doing so.

[404]

Case Study of Research-Based, Strengths-Based Policy Advocacy:S. COOK¹ AND J. WOOLARD²¹Georgia State University, Atlanta, GA; ²University of Florida, Gainesville, FL

Crime victims' compensation (CVC) systems are intended to assist crime victims with expenses (e.g. medical, mental health, property damage) related to criminal victimization, and in part, move victims toward recovery. In 1995, the Virginia Commission on Family Violence Prevention heard testimony that the system itself posed numerous obstacles; many victims never received compensation because they were unable to complete the claims process. Further investigation showed that domestic violence claimants were negatively affected by the following system features: Requiring victims to obtain a prescription for mental health treatment from a physician in order to be compensated for services; Requiring progress or treatment notes from a mental health provider before awarding compensation; Reducing compensation and denying claims according to an inappropriate assessment of "contributory negligence"; Making the claims process nearly impossible to navigate. Commission and community psychologists worked collaboratively with law enforcement officials, and sexual assault and domestic violence advocates to identify problems in the system statewide and to develop methods to resolve them, including legislation. We will highlight how survey findings, personal testimony, and political influence together resulted in significant policy and procedural changes to the CVC, leading to an improved system that promotes the recovery process instead of hindering it.

[405]

Integrating Preventive Services into the Court System: A Case StudyS. BRAVER¹, I. SANDLER¹ AND J. COOKSTON¹¹Arizona State University, Tempe, AZ

This presentation will describe three perspectives in an ongoing effort to build a collaboration between a University based Prevention Research Center and a State Superior Court to develop and evaluate a system to integrate preventive services into the divorce process. 1. What is the contribution of research? Research over the past 15 years has demonstrated the efficacy of preventive interventions for children of divorce. The next step for this research is to institutionalize these programs as effective services within a natural service delivery system. 2. What is the role of the Court? Divorce is a legal process, which requires deciding between the rights of multiple parties on a range of issues, and resolving conflicts around these issues. Integrating effective preventive programs within the court system would be consistent with many recent developments. However, it would also involve an expansion of the role of the court, an organization with many competing calls on its resources. 3. What is the potential collaboration between prevention and the Courts? We will discuss the issues and the processes, as we attempt to develop a collaboration that is seen as desirable both by the courts and by researchers interested in disseminating effective prevention programs.

SAT 2:00-3:15PM Sinclair

[406]

Changing Men: Interventions for a Multicultural, Feminist Community PsychologyE. MANKOWSKI¹, C. BURKE², R. CAMPBELL³, B. DIENES⁴, B. OLSON⁵, J.REDDIN⁶ AND C. SONN⁶¹Portland State University, Portland, OR; ²University of Maryland Baltimore County, Baltimore, MD; ³University of Illinois at Chicago, Chicago, IL; ⁴Capflex Networking, Wolfville, NS; ⁵DePaul University, Chicago, IL; ⁶Edith Cowan University, Joondalup, Australia

This roundtable will provide a forum for discussing questions related to theory, research, and community-based interventions focusing on men and masculinity, for example, manhood development programs with African American youth, men's personal development, self-help, support group and recovery organizations, and community-coordinated domestic violence programs. The discussion will be framed by the interrelated perspectives of feminism and diversity for guiding research, theory and action. Several questions will be posed to participants to guide discussion, including: 1. Changing men or supporting men: What is the relative value of each approach? 2. How should the work of community psychologists address similarities versus differences in the meanings associated with masculinity in working with men across diverse groups (e.g., sexual orientation, class, age, race)? 3. Does framing this work in terms of masculinity and change further the goals of community psychology, or distract us from more valuable perspectives such as feminism, diversity, and oppression/liberation? 4. What action steps are next needed to further our work in community psychology with men?

SAT 2:00-3:15PM Lanier

[407]

University-Church Collaboration in Conducting HIV/AIDS Prevention ResearchD. BAPTISTE¹, M. HUMPHRIES¹, S. MADISON¹, B. CHEARS² AND CHAMP BOARD¹¹University of Illinois at Chicago, Chicago, IL ²One Church One Addict, Chicago, IL

Black churches have been excluded from many university-based prevention initiatives in urban communities, but they have been important agents of change. For example, churches provide support in times of crises, they moderate the influence of gangs and drug activities on urban youth, and they offer instrumental and spiritual help to individuals and families. These

features suggest that the black church may be an important context in which to base HIV prevention programs that target urban youth and families. But, conducting HIV prevention work that reflects doctrinal positions and church ideology is a challenging endeavor. This roundtable will attempt to discuss and describe the process of adapting, implementing, and evaluating a family-based HIV prevention program developed by the Chicago HIV-Prevention and Adolescent Mental Health Project (CHAMP) for use in black evangelical churches. We hope to generate a discussion that will explore the potential ideological and value conflicts that arise between university researchers and church personnel; and negotiation of content that is suitable for churches but which retain essential elements of HIV/AIDS education. We hope that this roundtable will stimulate a dialogue within the field of community psychology, about the inclusion of churches as viable arenas for primary prevention research.

SAT 2:00-3:15PM Lucerne

[408]

The Collaborative Divorce Project: Whose Side are You On Anyway?M. PRUETT¹, J. SHEPARD¹ AND T. WILLIAMS¹¹Yale University, New Haven, CT

This presentation will consist of a dramatic simulation of an alternative dispute resolution intervention within a collaborative divorce model, in order to illustrate the key elements of a community-based intervention and advocacy project. The Collaborative Divorce Project (CDP) is a preventive intervention for families whose youngest children are six years or younger. The overarching goal of the project is to offer a model continuum of effective and cost-efficient co-parenting services to assist in the preservation of each family's well-being, and to test the effectiveness of the program. Specifically, the CDP aims to reduce the economic and psychological costs of divorce and/or child custody decisions and increase paternal involvement among parents involved in the legal process, and improve child social-emotional functioning. Each participant in the dramatization will give voice to the concerns and struggles that arise in utilizing a multidisciplinary professional partnership to assist families in the vulnerable state that divorce can create. The cast will include: Mr. and Mrs. Fuller, the divorcing couple, Mr. Right and Ms. Absolute, their attorneys; Mr. Well, the family relations counselor; and Dr. Pruett, the CDP co-counselor. The following issues will be highlighted for discussion: 1) special needs of small children, 2) the role of attorneys as advocates for their clients, 3) the roles of co-counselors as mediator and therapist, 4) the function of the parenting plan in providing structure and focus during the therapeutic resolution intervention, and 5) maintaining cooperation within a multidisciplinary framework (e.g. battling parallel process). Following the dramatization there will be an opportunity for discussion during which these issues can be explored within the context of the evolution of family mediation and mental health/legal partnerships in community settings. It is hoped that through the process of this session, presenters and participants will further develop ideas and research implications for the areas of unmet needs of divorcing families with young children and for fostering effective collaboration between practitioners, and professionals in the family law domain.

SAT 2:00-3:15PM Capital

[409]

A Community-Based Approach to Reducing Racism in ChildrenL. LONDON¹ AND L. BUHN²¹Loyola University (Chicago), Chicago, IL

The world in which we live is becoming increasingly more culturally diverse. Sadly, with this increasing diversity, there is also a rise in intolerant behavior against those who appear to be different, largely based on ignorance and fear. We need only to pick up a newspaper, or hear national news reports of hate crimes committed against people like James Byrd, Matthew Hale, or Ricky Byrdson, to know that the problems of discrimination and prejudice are not disappearing. We have reached a

critical time in our society, where we, as psychologists, educators, and community activists, are called to action, so to reduce future incidences of hatred and violence. The purpose of this workshop is to highlight a multi-cultural prevention program that is designed to directly address issues of discrimination and prejudice with a group of middle-school-aged children, with the intent of intervening before stereotypes become intolerant prejudicial behaviors.

During this workshop, participants will have an opportunity to: 1. Learn about the theories (cooperative learning and contact theories) that underlie this program and understand how this program can achieve its goals while adhering to a solid philosophical and theoretical base. 2. Review the curriculum currently being used to teach children about concepts of racism, stereotyping, and prejudice. Using materials provided, participants will be able to develop ideas for designing their own intervention to tackle prejudice in their communities. 3. Learn about the developmental stages associated with attitude formation and identify types of activities that may challenge stereotypes and prejudices within different age groups. 4. Take part in simulated exercises used with the children, that are designed to stimulate thoughtful discussions about prejudice. At the conclusion of the workshop, participants will be able to: 1. Have an understanding of prejudice and racism, as it relates to children. 2. Be familiar with the theoretical concepts that underlie this intervention program, and use these concepts as they develop their own community-based intervention. 3. Conduct discussion groups with children, that can target prejudicial attitudes, and help foster more positive pro-social behaviors.

The workshop proposed will be divided into four segments. Segment one: Discussion of the prevention program from a developmental and theoretical perspective. Segment two: Review of current curriculum. The scope of the curriculum covers a variety of activities to facilitate a thorough understanding of the different cultural groups that comprise the United States. Topics covered will include highlighting the ways in which we teach children about different cultural groups using art and music activities, food and customs, literature, social studies, and math projects. Segment 3: This will be the first of two hands-on cooperative learning activities, where the group will devise activities that they may take back to their communities, to begin to tackle the problems of racism and prejudice. Segment 4: The second of two hands-on activities, will focus on using strategies to engage children in discussions about race, ethnic identity, self-esteem as they relate to stereotypes and prejudice. Through videotaped segments, we will see how children respond to these types of discussions, and learn how to delve into the difficult conversations about individual differences.

SAT 2:00-3:15PM UL302

[410]
Geographical Information Systems Applications in Prevention Science and PracticeJ. POLLARD¹ AND C. ANTONE¹¹Developmental Research and Programs, Inc., Seattle, WA

A GIS is a specialized data base system for managing geographically coded data. Generally, GIS contain a variety of tools allowing for the collection, storage, retrieval, analysis, and graphical display of geographically-based data. GIS have been successfully applied in the past two decades to a wide variety of public health problems, including alcohol policy analysis. For example, the relationship between retail alcohol outlets, urban economics, and violence, has recently been demonstrated. As with many of the best uses of GIS, these analyses have been based primarily on simple data overlays, where incidence of the target variable is plotted by geographic location. Health departments have used more complex GIS analyses to optimize distribution of public hospital resources through linkage with population densities of high risk individuals. Also, GIS has been applied to the analysis of crime data, where spatial analysis of crime patterns, and underlying social-cultural variables, has led to changes in police procedures and resource allocation. Recently, GIS has emerged as an important information technology in the drug and delinquency prevention/intervention domain. Products such as Community Analyst™, Everest, and Community Tool Kit, use GIS to display archival and school survey data on the prevalence of risk and protective factors and ATOD outcomes. Employing GIS in this context allows prevention agencies two

important advantages. First, program users are able to specify the exact geographic area that applies to their needs (e.g., public housing neighborhood in a large urban environment, local school district) with the ability to select their geographic entity with the click of a mouse and highly detailed maps. Second, GIS allows users to show local epidemiological data in a relevant spatial format; namely, maps of their community. There are several advantages to displaying archival data on maps. The first is that maps are easily communicable. Maps are intuitively understandable, and probably the easiest way of conveying statistical information. Second, geographic displays show those situations where geography is crucial to interpretation of the results. In particular, adjacent neighborhoods may have different RPF profiles, even though they are in the same community. GIS allows the user to both discover these differences, and easily display the findings on maps of the specified area. A third advantage is that GIS allows geographic considerations to be incorporated into the matching of services with needs. The result is better development and allocation of resources, leading to more effective prevention programming. This Innovative Session will describe the application of GIS in prevention needs assessment. Participants will be informed about a variety of new tools using GIS that could help localize and specifically target alcohol, tobacco and other drugs (ATOD) and delinquency prevention/intervention efforts. An understanding of both data collection and utilization methodologies employing GIS technologies, as well as a broad understanding of the practical and scientific application of the technology will be provided. Finally, how GIS can better target prevention efforts across the public health domain will be discussed.

SAT 2:00-3:15PM UL311

[411]
Interdisciplinary Models for Graduate Training in Community Research & ActionJ. CUNNINGHAM¹¹Vanderbilt University, Nashville, TN

This symposium describes four interdisciplinary training programs in Community Research and Action. Faculty from University of Hawaii, Kansas University, Vanderbilt University, and Victoria University of Technology will present the content of their programs and the underlying rationale used in their development. The Discussant, Kenneth Maton, Past-President of SCRA, will comment on these programs and explore interdisciplinary issues in current graduate training in Community Psychology and Community Research and Action and future directions.

[412]
Interdisciplinary Grad Training in Community & Culture at U. HawaiiC. O'DONNELL¹¹University of Hawaii, Honolulu, HI

The Community and Culture Concentration (CCC) is a graduate specialization leading to the Ph.D. in psychology. The importance of multi-disciplinary education is recognized and, therefore, the core CCC curriculum is combined with offerings from other departments at the University of Hawaii, including options for certification in Urban and Regional Planning, Disaster Management and Humanitarian Assistance, and Disability Studies. This multi-disciplinary curriculum is designed to provide systematic coverage of the major theoretical and empirical work in the field with sufficient flexibility to meet student interests, enthusiasms, and career goals. Professional activities are guided by research and data-based assessment and directed toward social and cultural contexts and settings for the prevention of human problems and the enhancement of social competence. In this endeavor, we are united by three commitments: (1) a scientist-practitioner approach to the creation and application of knowledge, (2) a multi-disciplinary curriculum, and (3) a scholar-apprentice model of education. For these reasons, we believe that the CCC offers education relevant to employment and impact in a wide variety of settings, including academic, research, consultation, social services, advocacy, program planning, evaluation, and community development.

[413]
Interdisciplinary Roots & Future of Community Grad Training at VanderbiltP. DOKECKI¹, D. PERKINS¹, J. NEWBROUGH¹, J. CUNNINGHAM¹, C. HEFLINGER¹ AND V. CHATMAN¹¹Vanderbilt University, Nashville, TN

We have developed a new department, Human & Organizational Development, at Peabody College, Vanderbilt U., to house new community-focused undergrad, masters, & doctoral programs. In addition to traditional community psychology concepts (e.g., ecology, empowerment, sense of community), other theories and disciplines that have influenced our program and its future include: Community Development (asset-based, empowering, sustainable, systemic); Economics (Boulding, Daly & Cobb, Coleman & Putnam's theory of social capital); Environment & Behavior (person-environment function, fit, & transaction); Education (Dewey, Noddings, Wiltshire, Kolb); Ethics (Loewy, Frankena, Lebacqz, MacIntyre); History (Conkin, Toulmin); Organizational Change (Argyris); Philosophy (Bernstein, Green, Habermas, Macmurray, Maritain, Mayeroff, Polkinghorne, Toulmin); Planning & Policy Analysis (Fischer, Watson, New Urbanism); Political Science (power, collective action, Moynihan). Psychoanalysis (Erikson, Freud, Fromm); Social Work (Imre, Moroney, Morris); Sociology (Bellah, Berger & Neuhaus, Etzioni, Nisbet, Wuthnow); Theology (Liberation, Browning, Berry & Swimme).

[414]
Interdisciplinary Community Psychology Grad Training, Victoria U. of TechnologyA. FISHER¹ AND H. GRIDLEY¹¹Victoria University of Technology, Melbourne, Victoria, Australia

The Masters degree is the professional/specialist psychology qualification in Australia. It is a 2 years full-time (or equivalent) program with components of coursework, research, and 120 days of practica. Much of the shape is prescribed by the Australian Psychological Association, which requires at least 70% psychology subjects (including research methods and statistics) taught by psychologists. Only those non-psychology subjects seen as supporting the specialisation are allowed to be included. To provide multidisciplinary content, particularly where delivered by non-psychologists, is a challenge. In this paper, we describe the ways in which the inclusion of content areas of social policy and community development from areas outside psychology. We also examine the ways in which specific content can be included in the community psychology subjects, some of the practica experiences, and in the shaping of the research theses. These are aimed at meeting the broad educational needs and exposures that serve the graduates as community psychologists. One bonus in this education is that a number of the faculty have been able to contribute to the key competencies delineated for community psychologists within the Australian Psychological Society.

[415]
KU Work Group Grad Program: Integrating Behavioral Science, Community Psychology, Public HealthS. FAWCETT¹¹University of Kansas, Lawrence, KS

This paper describes a 25-year tradition of graduate training in community research and action at the University of Kansas. The mission of the KU Work Group (<http://ctb.ukans.edu/wg/>) is to promote community health and development through collaborative research, teaching, and service. Through mentoring, formal courses, and guided practice, generations of graduate (and undergraduate) students have developed their competence in community research, training, and building capacity for community change and improvement. In an interdisciplinary and multi-generational learning community, we create niches of opportunity for: a) research (e.g., intervention research; evaluating community initiatives), b) teaching/learning (e.g., about behavioral science and community health and development), and c) service (e.g., through consultation with state and community organizations and grantmakers). At the KU Work Group, we attempt to integrate the models and methods of behavior analysis, community psychology, and public health. From behavior analysis, we adapt methods of analyzing behavior and designing effective interventions; from community psychology, the processes of empowerment; and from public

health, a focus on population-level outcomes. This paper outlines the values, methods, and arrangements that have helped sustain a 25-year tradition of community research, teaching, and service at the University of Kansas.

SAT 2:00-3:15PM UL201

[416]
From Inquiry to Action: Organisational Change in an Acute Psychiatric UnitR. MILLS¹¹Victoria University, Sunbury, Victoria, Australia

This research in progress began in 1996 when the researcher returned to work in an acute psychiatric unit after twenty years absence from psychiatry. I was fascinated to find that the work practices of some psychiatric health professionals appeared the same as I had remembered it two decades before. This was surprising in light of the government changes to the Mental Health Act (1986) and its subsequent amendments (1995) which heralded human rights and dignity to the consumers of Mental Health Services and which mandated changes in relation to the treatment of consumers. This research uses a qualitative methodology, that is, a Reflective Topical Autobiography to explore the experiences of working in an acute psychiatric unit over a year. This became the springboard for a Participatory Action Research project constituting a Ph.D. The Participatory Action Research is currently being undertaken in an acute psychiatric unit of a major public hospital in Melbourne. Early data gathering was generated by forty interviews from psychiatric health professionals which have been viewed by consumer consultants (expatrients). These were employed as a default mechanism when staff rejected the idea of participating in groups with consumers to discuss current work practices. Despite this major obstacle, this project continued to uphold its mandate of being a collaborative project, bringing consumers and staff together to explore the work practices of staff. The aim of developing new work practices for mental health practitioners, which are driven by the consumers and staff working in collaboration with the researcher as the group facilitator, has continued to be the ultimate focus. Through the process of grounded theory many constructs have been unearthed in relation to the numerous factors which influence the work practices of mental health professionals. For example, horizontal violence, the function of the hierarchy, values, power, interests, organisational defenses, fear, critical incident stress, lack of role models, defensive reasoning, supervision and complacency. This research has assisted the organisation to make important changes in relation to developing consumer responsive work practices. This Innovative session will explore Reflective Topical Autobiography as a research tool and will demonstrate creativity in experiential learning

SAT 2:00-3:15PM UL216

[417]
Mutual Concerns when Collaborating with State/Community Directed Funded ProjectsD. UNGER¹¹University of Delaware, Newark, DE

Much of community intervention training for community research and action assumes that the researcher is involved and typically "in control" (to some extent) of the design and implementation of the intervention. Another common role is when the community researcher is a "consultant." Many community psychology students receive training for professional consultation in knowing how to work with organizations. However, a different situation emerges when the community researcher/research team joins and collaborates with initiatives and interventions that are spearheaded, funded, and organized by community agencies and/or state government officials. This might be the case when a research team joins with community leaders to bring their expertise to address a newly identified community need, and jointly build a collaboratively designed and implemented intervention. Now the researchers are one of many stakeholders who engage in discussions (and not privy to other discussions), whose input may or may not influence decisions that directly affect the intervention, is continually involved in compromises made by various

stakeholders, and is contractually involved in the process and outcome of the intervention. In the case of University researchers with state/agency contracts, the "employer" now becomes the community official/organization as well as the University, and this creates a situation where there are multiple, sometimes incompatible codes of behavior, and cultures of values, ethics, knowledge, and differing ideas of what "means" justify the "ends". The purpose of this session is to have a discussion of these professional issues. A few assumptions will be presented that will provide a foundation for the discussion. For example, the first assumption underlying this session will be that the researcher rejects the one obvious alternative of not being involved in this "grey" area of practice/research. A second assumption is that this type of involvement results in both personal and professional gains and costs. A third assumption is that our field is in need of mechanisms and guidelines that focus on ways to optimize the benefits of this method of involvement, minimize the personal and professional costs, and assist the researcher/practitioner with ethical issues and choices. There will be one moderator who will elicit questions from those attending the session, thematically sort the questions, and then organize the group in actively discussing the thematic issues. An atmosphere of mutuality and shared group problem solving is the goal. Those posing questions will be limited to 5 minutes; those responding will be similarly limited by the moderator. Most optimistically, an interest/support group might evolve from this session to continue a dialogue and support system around these issues. Lastly, the moderator will draw upon his experience with the initiation and evolution of a state/community project to prevent infant mortality over the past four years, and state funded projects to evaluate statewide parent education and support programs.

SAT 3:30-5:00PM Alumni Hall Veteran's Hall SATURDAY AFTERNOON POSTER SESSION

Addiction Theme (POSTER POD A)

**[418]
A Social Norms Model of Prevention: Reducing Heavy Drinking on College Campuses**
A. COMMER¹, G. MEISSEN¹, J. BERKLEY-PATTON², D. NEWTON³, K. TIDWELL⁴, R. DUFFY⁵, P. GLIDER⁶, K. JOHANNESSEN⁶, M. HAINES⁷, V. BOTHNER⁸ AND J. USHER⁸
¹Wichita State University, Wichita, KS; ²University of Kansas, Lawrence, KS; ³Kansas State University, Manhattan, KS; ⁴Emporia State University, Emporia, KS; ⁵Fort Hays State University, Hays, KS; ⁶University of Arizona, Tucson, AZ; ⁷National Social Norms Center, DeKalb, IL; ⁸Kansas Health Foundation, Wichita, KS

In 1999, the four largest Kansas universities embarked on the "Kansas Campus Social Norms Media Campaign to Reduce Alcohol Related Health Risks to College Students". The social norms theory holds that the perception of what peers drink is much higher than the reality of their drinking behavior. Much research on normative beliefs demonstrates that our behaviors are partially determined by what we perceive to be the norm in our environment, therefore, by correcting the misperception that peers are drinking heavily, we can actually lower the drinking among students. The data shows that the majority of students drink responsibly and moderately (n=7554). Through social marketing campaigns, we have results of this research from their own campuses. Our poster will display our baseline aggregate data, collected in spring of 1999, which shows the misperception of drinking on the campuses, along with data indicating that the majority of students were drinking moderately and responsibly. We will follow-up our baseline data with examples of social marketing circulated on each campus along with our next round of data collection, to show the impact of the intervention, which will be collected early in spring 2001.

[419] A Conceptual Model for Women Seeking Treatment for Substance Use Problems

J. SCHUMM¹ AND S. HOBFOLL¹
¹Kent State University, Kent, OH

Women experiencing childhood and adulthood abuse are at risk for a variety of psychosocial problems including substance abuse. In order to prevent and improve treatments for these problems, a comprehensive theoretical model must be constructed. Hobfoll's (1989) Conservation of Resources (COR) theory provides such a framework. According to COR theory, stress is defined by the loss of a person's existing resources, and resource loss is more powerful than resource gain. The purpose of this study is to investigate how abuse in childhood and adulthood and existing resource loss predict posttraumatic stress disorder, depression, and substance use in women seeking community-based treatment for substance use. Individual interviews were conducted with participants. Results indicate that childhood and adulthood abuse were predictive of psychosocial outcomes. Results also indicate that resource loss was important in predicting outcomes while existing resources helped buffer the effects of such loss. This study suggests that in order to prevent and treat problems related to substance use in women, programs should attempt to increase women's existing resources and provide opportunities to escape abusive environments.

[420] A "Safe and Sober Setting": Physical Characteristics of Oxford Houses

K. SASSER¹, B. OLSON¹, J. FERRARI¹ AND L. JASON¹
¹DePaul University, Chicago, IL

Oxford House is known as an alternative treatment option for drug addicts and alcoholics. Currently, there are 700 Oxford Houses located nationwide and 30 located within Illinois. These houses serve as a residential self-help recovery program. Because the houses are run democratically with no professional staff, residents are expected to maintain sobriety, pay their share of the rent, and conduct themselves in a respectful manner. Oxford House is believed to be very successful and claims to have an 80% lifetime recovery rate. In the present study, independent observers assessed the physical interior and exterior characteristics as well as resident amenities of approximately 25 Oxford Houses assisting around 150 persons within the Chicago-land area. Using the "B.O.S.S." (Behavioral Observation Setting Scale) designed specifically for this project, the observers also rated the neighborhoods surrounding the Oxford Houses. Results present the similarities and differences between Houses, on variables such as comforts and conveniences, attractiveness, and safety. Based on these results it may be possible to provide a holistic, ecological view of recovering program facilities.

[421] Differential Social Support of Substance Abusers in a Self-Help Setting

T. HUTCHESON¹, B. OLSON¹, K. ERICKSON¹, J. FERRARI¹ AND L. JASON¹
¹DePaul University, Chicago, IL

To successfully maintain recovery, substance abusers often require an abstinent social support network that consists of individuals who both model and advocate abstinence. However, only a certain percentage of individuals in the support system both model and advocate abstinence. For this reason, we hypothesized that social support members who both model and advocate abstinence will promote greater abstinence self-efficacy in the recovering individual than social support members who model abstinence, but do not advocate it, or those who advocate it, but are poor models of abstinence. Furthermore, we hypothesized that intimate, romantic relationships, as opposed to other close relationships like friends and family, would have a greater impact on the relationship between social support and abstinence self-efficacy. However, this relationship is mediated by frequency of contact. To measure these influences, we examined individuals in a communal living setting called Oxford House who tend to have many abstaining and some non-abstaining individuals in their social support networks. We administered a modified Important People and Activities Scale and a measure of self-efficacy to resist substances in specific situations, which is a predictor of relapse. The results suggest that

differences in social support networks are associated with abstinence self-efficacy.

[422] Religiosity and Race as a Mediator of Substance Abuse among At-risk Adolescents

S. AHMED¹, P. TORO¹ AND J. JAEGER¹
¹Wayne State University, Detroit, MI

The possible impact of religiosity on drug and alcohol problems was examined in a sample of 80 homeless and 96 matched housed adolescents (ages 13-17) from throughout a large midwestern metropolitan area. The total sample included 86 whites and 90 non-whites (mostly African-Americans). Three different aspects of religiosity were explored. Public religious activity (including church attendance) was associated with less alcohol problems ($F=4.96$, $p<.05$). Being white, older, and experiencing a greater number of stressful events also predicted more alcohol problems. A significant "stress-buffering" interaction was found for drug problems ($F=13.51$, $p<.01$): Family religiosity was negatively associated with drug problems only among adolescents who experienced high levels of stressful events. Being white and experiencing a greater number of stressors were also associated with more drug problems. These findings suggest that religiosity can effectively be considered as a multidimensional construct in assessing its role as a protective factor. The final presentation in June 2001 will involve cross-sectional analyses based on a larger sample (expected total N over 225) as well as preliminary longitudinal analyses based on 6- and 12-month follow-up interviews (expected total N over 150).

[423] Moderating Effect of Gender on the Relation Between Substance Use and Condom Use

T. MAGEE¹, H. DANE¹ AND J. BOLLAND¹
¹University of Alabama, Tuscaloosa, AL

Adolescence, a period of experimentation often viewed as a normal part of the lifecycle experience, represents a period when many risk taking behaviors occur, including substance use and risky sexual behaviors. Past research suggests that alcohol and drug use in adolescence may act as a predictor factor for a variety of risk taking behaviors, including risky sexual behaviors. The role of minority status on the relation between substance use and risky sexual behaviors has been examined; however very little research has considered the role of gender in this relation. This investigation was an attempt to examine this. Survey data from a five-year longitudinal study of 2468 African-American youth (age 10-18) living in public housing neighborhoods was used. Among other things, information on drug use and sexual behavior was collected. Consistent with past research, substance use served as a significant predictor of any use of birth control. In addition, the more conscious altering the substance, the greater the variance accounted for. Adding gender as a moderator did not significantly affect this relation, suggesting that substance use was equally predictive of risky sexual behaviors for girls and boys.

[424] Results of Georgia's State-wide Evaluation of Pathological Gambling

K. BROOMFIELD¹, D. HOUSE¹, A. MOHAR¹ AND J. EMSHOFF¹
¹Georgia State University, Atlanta, GA

One of our roles as community psychologists is to help design and support public policy and programming. In this role, the Georgia State University Department of Psychology conducted a comprehensive state-wide evaluation of pathological gambling. The purpose of this evaluation was to determine prevalence rates and identify the types of prevention and treatment services needed in the state. An evaluation of this sort had not been attempted since 1995, two years after the inception of the lottery. The evaluation team used a multi-pronged approach in the identification of these needs. The team began with a review of the current literature, to determine best practices in treatment modalities. A telephone survey was also conducted to establish current prevalence rates. The research team then conducted telephone interviews with treatment providers in order to identify the treatment modalities currently being practiced. Finally, focus groups were held with pathological gamblers to explore their experiences in seeking

treatment and identify recommendations for future initiatives. By combining this information the evaluators were able to determine where the gaps in services existed in order to inform programs and policy. The results of the literature review, telephone survey, provider interviews and focus groups will be presented.

HIV/STD Theme (POSTER PODS A - B)

[425] Early Adolescent Risky Sex Behavior: The Role of Communication

B. CASAD¹, B. GUZMAN¹, M. DELLO STRITTO¹, M. SCHLEHOFER-SUTTON¹, C. VILLANUEVA¹ AND A. FERIA²
¹Claremont Graduate University, Claremont, CA; ²CHOICES, South El Monte, CA

Nearly one-half of all adolescents in the United States have experienced intercourse by age 17. Many teens are at risk for pregnancy and contracting sexually transmitted infections (STIs) due to unreliable contraceptive use. Prior research indicated adolescents do not communicate effectively about sex; therefore, adolescents may not have sufficient information to make responsible sexual decisions. A teen theater program is introduced to provide an alternative form of relaying information about teen pregnancy, STIs, contraceptive use, and delaying sexual intercourse. Nine hundred and thirty-two students aged 13 to 19 participated from selected school districts in Southern California during the academic year. To evaluate the effectiveness of the play, students received a pretest a day before viewing the play and a posttest a day after. Our sample indicated teens are having sex at a younger age ($M=13.11$, $SD=1.93$) than the national average of 17.5 years. These teens, aside from indicating low rates of contraceptive use, also report discomfort and infrequent communication with their parents and sexual partners about sex both at pre and post-testing. At post-testing, participants showed a greater understanding of teen pregnancy, STIs, and contraceptive use, as well as a significantly greater intent to delay intercourse.

[426] Childhood Sexual Assault and HIV Risk Behavior in Adulthood

L. SAGRESTANO¹, J. GOOCH¹, A. ROGERS¹, A. MIZAN¹, M. KITTLESON¹ AND P. SARVELA¹

¹Southern Illinois University, Carbondale, IL

Research suggests that victims of childhood sexual abuse may be at high risk for HIV. History of abuse may lead to psychological distancing in relationships, which may lead to increased risk behavior in adulthood. The current study examines associations between history of childhood sexual abuse and HIV risk behavior in a sample of 805 adults at risk for HIV. 9.2% of the sample reported they were not willing partners in their first sexual experience and 10.8% reported they were only somewhat willing partners. Results suggest that victims were more likely to be female, younger at time of first sex, and had older first partners than non-victims. With respect to risk behaviors, victims were more likely to have had sex to get money, drugs, or shelter, and were more likely to have had anonymous sex. In addition, victims ($M=323.06$) reported a higher number of lifetime sexual partners than non-victims ($M=105.03$). Regression analyses revealed that controlling for age, sex of respondent, and education, childhood sexual assault significantly differentiated between those who had and had not engaged in anonymous sex and exchanging sex, and childhood sexual assault was significantly associated with lifetime number of partners. Results will be discussed within a framework of HIV prevention.

[427] Evaluation of an HIV Prevention Program for Mexican-American Youth

R. CONTRERAS¹, G. HARPER¹, A. BANGI¹, A. PEDRAZA², M. TOLLIVER² AND L. VESS²

¹DePaul University, Chicago, IL; ²Project VIDA, Chicago, IL

Although rates of HIV infection are increasing among young Mexican-American women, few prevention programs have been developed

specifically for this population. Most existing programs do not address sociocultural factors that impact female Mexican-American youth, and do not take into account the ecological environment within which HIV risk occurs. SHEROS is a prevention program based on an empowerment approach to help Mexican-American female youth deal with multiple stressors, and thus lower the likelihood that they will engage in HIV risk. This poster presentation will describe a program evaluation of the SHEROS Program. First, the presentation will introduce the development and implementation of a collaborative process evaluation and the strategies utilized in an attempt to improve and modify the prevention program. Some strategies used included the development and standardization of several tracking logs and a session evaluation form. Following the two-year process evaluation, the collaborative team conducted an outcome evaluation to have formal data on the impact of the intervention. All of the different components of the outcome evaluation will be presented such as the incorporation of a theoretical model and the development of the evaluation design. Finally, recommendations will be provided in conducting an effective transition from process to outcome.

**[428]
Social Involvement and HIV-risk Behaviors of African-American MSM**

P. WILSON¹ AND H. YOSHIKAWA¹
¹New York University, New York, NY

As we enter the third decade of the AIDS epidemic, HIV/AIDS is the leading cause of death for African-Americans between the ages of 25-44. Among African-Americans, men have the highest incidence of AIDS, and of that group, men who have sex with men (MSM) make up the largest proportion of those infected with HIV. Prevention efforts have just begun to address HIV-risk in the African-American MSM community. However, theoretical models of HIV-risk do not focus on contextual influences, which play an important role in the lives of African-American MSM. This study examines the influences of social networks and group involvement on HIV-risk behaviors of African-American MSM. African-American MSM are hypothesized to have different levels of HIV-risk based on collective racial/ethnic and sexual identity characteristics of their networks and social/political groups. The effects of network/group involvement characteristics on HIV-risk behaviors are hypothesized to be mediated by peer norms, AIDS knowledge, and AIDS ethnocentrism. The data for this study were obtained through the African-American Men's Health Study, which included a sample of 318 African-American MSM. The study's aim is to inform HIV/AIDS prevention efforts for African-American MSM by examining HIV-risk through a framework that incorporates both individual and extra-individual factors influencing HIV-risk.

**[429]
Are Reported Coping Styles Reflected in Actual Stress Responding Behavior?**

T. JACKSON¹ AND S. HOBFOLL²

¹Yale University, New Haven, CT; ²Kent State University, Kent, OH

We investigated women's coping behavior by directly observing their behavior enacted during prearranged role-plays involving stress-inducing, health-related situations. Method and Procedure: Participants were 617 women, 55% African-American and 45% Caucasian, recruited as part of a longitudinal AIDS intervention project. Measures included: Strategic Approach to Coping Scale (SACS) to assess reported coping style; role-plays of health-related situations (e.g., encouraging partner condom use) to assess actual stress responding behavior; and a behavioral skills rating scale to assess level of effectiveness in assertiveness and negotiation. Results: K-Means cluster analyses identified six coping clusters from the SACS: active-asocial, active-prosocial-direct, active-prosocial-indirect, passive-prosocial, passive-asocial-direct, passive-asocial-indirect. ANOVAs revealed that, in general, active-prosocial coping was associated with higher assertiveness and negotiation than passive-prosocial coping. In addition, a direct style of active-prosocial coping was associated with higher assertiveness and negotiation than an indirect style. Discussion: Participants' self-reports of active, prosocial coping were associated with more effective behavioral responses to stressful interpersonal encounter than passive styles of coping for both African-American and Caucasian women.

**[430]
Assessing the African American Community Concerning Drug Abuse and HIV Infection**

R. LEWIS¹, M. EDWARDS¹, L. CHESNAK¹ AND E. KARDARAS¹
¹Wichita State University, Wichita, KS

The purpose of this paper was to determine how comfortable African American adults in the Midwest are in talking with their children and children in general about substance abuse and HIV/AIDS prevention. The rationale being that if adults encourage you to protect themselves (i.e., using a condom and avoiding substances) the incidence of HIV/AIDS among African American adolescents will likely decrease. A telephone survey was conducted with 202 African American adults. The results showed that 82% thought that substance abuse was a problem, 65% thought that HIV/AIDS was a problem and 60% stated that they were comfortable talking with their children about drugs and 49% were comfortable talking with their children about HIV/AIDS. Twenty-nine percent were male and 71% were female. Overall, adults were more comfortable talking with their children about drugs than they were about HIV/AIDS. Limitations will be discussed.

Disability Theme (POSTER PODS B - D)

**[431]
Challenges Experienced by African-Americans with Disabilities Seeking Employment**

K. HALL¹

¹University of Illinois at Chicago, Chicago, IL

Historically, people with disabilities have not fared well in the US labor market. In the African American community, less than one-fourth of working-age adults with disabilities are either employed or seeking employment. To date, reasons for this phenomenon are unclear given the paucity of research in this area. This study speaks the voice of African Americans with disabilities through the identification and explanation of what impedes and what facilitates their efforts to obtain employment with a focus on the social, cultural and environmental factors that affect them from their perspective. Twenty-eight African Americans with physical and sensory disabilities participated in one of four focus groups, co-facilitated by the researcher and a member of the population, in which past and/or current job training experiences (or lack thereof), job seeking activities, contact with employers and employment agencies, dual minority status and other issues were discussed. Through the synergy produced by group interaction, several themes emerged which provide insight and suggestions for improving employment-related outcomes for members of this population. The experience of being in the study, as reported by the participants, are highlighted, as are the implications of the studies findings for employers and service providers, and directions for future research.

**[432]
Young Adults Coping with Mental Illness: Expectations for a Normal Life**

C. STEIN¹

¹Bowling Green State University, Bowling Green, OH

Despite recent advances in medication and mental health treatment, serious mental illness continues to be one of the most personally devastating and costly types of health problems in the United States. Psychiatric disabilities frequently prevent individuals from achieving or maintaining valued adult roles such as that of husband or wife, parent, employee, friend. In a proposed set of four posters, we present results of an empirical research project that examines the impact of serious mental illness on the daily lives of young adults and their parents. The research uses a life course perspective to examine the larger social context in which young adults and families interpret and respond to changes caused by mental illness. This first poster describes the conceptual rationale, context, sample, and methods used in the three studies from the research project presented as a poster cluster. Together, the four posters describe the previous hospitalization experiences, present coping strategies, and future plans of a sample of 40 young adults diagnosed with schizophrenia, bi-polar disorder or schizoaffective disorder. Young adults, between the ages of 18 and 30 years old, participated in individual, semi-structured interviews lasting over two hours in length. The

research examines the meaning that adults give to their experiences in the context of normal adult development. Implications of project results for graduate training, research and action in community psychology are discussed.

**[433]
Not Something You Forget: First Hospitalizations of Adults with Mental Illness**

L. MANN¹, M. O'CONNELL¹, N. YUAN¹, J. VANDERFLOEG¹ AND A. RABER¹

¹Bowling Green State University, Bowling Green, OH

The deinstitutionalization movement is a focal point in the history of community psychology. There is little doubt that the role of psychiatric hospitalization in community treatment has undergone dramatic changes in the past four decades. Once seen as a long-term treatment option for adults suffering from serious mental illness, psychiatric hospitalization now typically serves a brief, "stabilizing" function for people experiencing acute psychological distress. At a systems level, lower hospital utilization rates and shortened average length of hospital stays are said to reflect a more comprehensive and humane approach to community mental health care. For individuals and families, psychiatric hospitalization is typically a major traumatic life event filled with anxiety, confusion, and a lack of personal control. From a life course perspective, psychiatric hospitalization in young adulthood marks a critical alteration in the life course trajectory, having major implications for an individual's personal and social identity. The present study examines the personal accounts of 40 young adults with serious mental illness as they describe their first psychiatric hospitalization experience. This qualitative look at young adults' first-person accounts explores the meaning that adults give to this initial entry into the mental health system and its impact on how individuals think about themselves. The theoretical and practical implications of our findings for community research and action are discussed.

**[434]
Dear God: Loss and Religious Coping For Adults with Mental Illness**

R. PHILLIPS¹, D. DWORSKY¹ AND E. EMERY¹

¹Bowling Green State University, Bowling Green, OH

There is increasing evidence that many people use their religion as a way of coping with their most stressful life situations. Studies suggest that among elderly, minorities, and people facing life-threatening circumstances, individuals mention using religion more frequently than any other coping resource. Recent investigations suggest that people with serious mental illness may also use religion in dealing with daily difficulties or frustrations and devote a considerable amount of their coping time to religious practices. Yet, our understanding of the role of religion and spirituality in coping with specific aspects of psychiatric disability is only just beginning. The present study examines relationships between young adults' personal sense of loss and their use of religion as a means of coping with their mental illness. In the context of individual interviews, the sample of 40 young adults completed self-report measures of religious coping, personal loss and current symptoms. The study investigates associations between adults' reports of religious coping and sense of loss as a function of individual characteristics and level of symptomatology. Directions for future empirical research in the area of religious coping and implications for mental health practitioners are discussed.

**[435]
Personal Strivings: Young Adults with Mental Illness Describe Their Future**

M. HUNT¹, M. SATOUCHI¹ AND E. VASCONCELLES¹

¹Bowling Green State University, Bowling Green, OH

Research suggests important links between personal goals and individual happiness and well-being. Authors contend that personal strivings instantiate basic human needs for autonomy, competence and social relatedness. Personal well-being is thought to depend, in part, on an individual's ability to identify and progress toward important life goals. Studies using a variety of non-distressed samples find that adults' personal strivings are significantly related to their cognitive, affective and physical

well-being. Although new models of mental health services emphasize the importance of consumers' personal goals in treatment planning, there is little systematic understanding of the how people with serious mental illness view their future or articulate their personal strivings. Our study is an initial step in describing the personal strivings and future plans of young adults coping with psychiatric disability. Using participants' responses to a measure of personal strivings originally developed for college students, we analyze the content of personal strivings articulated by the 40 young adults in our sample coping with serious mental illness. We then investigate participants' own estimates of their success in attaining their future goals. Implications of results for researchers and practitioners working with adults with psychiatric disability are discussed.

**[436]
Grafted Relationships: A Process Evaluation of a Social Support Intervention**

C. WEISS¹

¹University of Maryland Baltimore County, Baltimore, MD

The relationship between mental health and social support is found so reliably, that it is considered one of the more consistent findings in psychology. The empirically supported findings and posited salutary role of social support suggest that it should be an appropriate target for intervention. Unfortunately, the effectiveness of social support interventions that are grounded in this basic research has not been as consistent. Some interventions have demonstrated moderate enhancement of well-being and assessment of social support, whereas others have yielded no gains. This poster will investigate the impact of a peer mentor social support and educational intervention on mothers of children with serious emotional and behavioral disorders. It will present qualitative data collected from semi-structured interviews with 11 participating mothers. The poster will examine the process by which social support occurred (or failed to occur) in the intervention. Process elements which will be discussed include the quality of the relationship between the mentor and mother, characteristics of the dyadic relationship which influenced perceptions of support, and how naturally occurring social support of the mothers may have changed as a result of the intervention.

**[437]
Clubhouses and Psychosocial Principles: Can They Remain True to the Model?**

E. ONAGA¹, S. HERMAN² AND K. WEAVER-RANDALL¹

¹Michigan State University, East Lansing, MI; ²Michigan Department of Community Health, Lansing, MI

Clubhouses are grounded in the principles of psychosocial rehabilitation (e.g., focus on individual's strengths, the use of social versus medical model of care, a belief in every person's right to choose and every person's potential for recovery regardless of disability). This study explored whether clubhouse culture reflected these values and what individual, organizational, and institutional factors are associated with maintaining a culture that oftentimes conflicts with traditional mental health services. Case studies of 17 clubhouses were developed using multiple methods. Site visits were conducted at each club and included: (1) qualitative interviews with program staff and managers, (2) visitor observations and reflections, and (3) photographs and a checklist to assess elements of the environment. This information was compiled to create a comprehensive case study of each clubhouse. Clubhouse culture was related to individual (e.g. manager vision and leadership), organizational (e.g., connections to external community), and institutional (e.g., support of auspice agency) factors. Overall, it was found that there were many challenges to maintaining clubhouse culture that adhered to the principles of psychosocial rehabilitation.

**[438]
Understanding Adults' Perceptions of Adolescents' Maturity and Culpability**

J. TWEED¹

¹University of Virginia, Charlottesville, VA

In a time when adolescents often are held as accountable as adults in criminal cases, it is important to understand if adolescents are perceived to be as adult-like in other situations. Because our society has set various age

limits on a range of liberties (i.e., at age 16 one can drive, at 18 one can vote, at 21 one can drink alcohol), the moment at which a teen is "mature" or responsible is particularly vague. This study examines adults' perceptions of adolescents' culpability in criminal contexts and their maturity in non-criminal contexts. This research explores whether perceptions of culpability are related to one's expectations for adolescent autonomy in everyday situations and general attitudes toward the legal system. In addition, because a disproportionately larger number of ethnic minority adolescents are processed through the court system than non-minority youth, this study investigates whether perceptions of adolescents' in these different situations vary according to the adolescent's race. Little is known about the factors that contribute to perceptions of psychosocial maturity and how these perceptions relate to assessments of criminal culpability. This project aims to contribute to the understanding of these issues and to help inform public policy regarding considerations of juvenile criminal responsibility.

[439]

I Think, Therefore You Are: Case Manager Expectations and Client Functioning

M. O'CONNELL¹ AND C. STEIN¹¹Bowling Green State University, Bowling Green, OH

Current models of community mental health treatment emphasize the importance of hope in helping a person recover from mental illness. Case managers serve as the primary mental health contact for many adults with schizophrenia. Education research has demonstrated the importance of teacher expectations for successful student learning and achievement. Yet, we know relatively little about the role of case manager expectations in successful community integration for their clients with schizophrenia. The present study examined the relationship between case manager expectations and the level of functioning of their clients diagnosed with schizophrenia. Thirty-two case managers completed self-report measures of case manager expectations, self-esteem, professional burnout, social desirability, and dispositional optimism. Case managers then identified up to four clients diagnosed with schizophrenia with whom they have worked for at least two years. These clients were asked to give their permission to have their mental health records reviewed for the study. A two-year retrospective review was conducted on the files of the 102 identified clients. Information about medication, living situation, education, employment, case manager contact, and goals was gathered from the charts. Results indicate significant relationships between case managers' expectations and client employment history and goals. Implications for working with adults with serious mental illness are discussed.

[440]

SE: Outcomes and Services for Persons with Psychiatric Disabilities

C. JONES¹¹University of Illinois at Chicago, Chicago, IL

This study was designed to identify correlates of success in Supported Employment (SE) programs for persons with psychiatric disabilities. Two studies are included in this project. The goals of the first study were to identify SE consumer (clinical) characteristics that predict (1) successful outcomes, defined as whether the consumer achieves gainful work, and (2) program costs, defined as the amounts of SE service hours utilized by consumers who obtain work. In two large samples of SE consumers with serious mental illness, no clinical characteristics (e.g., diagnosis, rated functioning, hospitalization history) were associated with vocational outcome or service utilization. The goal of the second study was to describe the types and amounts of services utilized by SE consumers who obtain work. Specific service categories associated with obtaining work were travel, training, and advocacy that was unrelated to the consumer's job. The implications of these findings are discussed in the framework of the debate over clinical versus empirical prediction. The need for a theoretical model of SE services that allows the use of predictive consumer driven services is also discussed.

[441]

Health Service Utilization: Comparing People with and without Schizophrenia

R. GOLDBERG¹ AND D. SEYBOLT¹¹University of Maryland at Baltimore, Baltimore, MD

People with Serious Mental Illness (SMI) have higher rates of mortality and medical illness compared to the general population. Those with SMI have also been shown to receive less outpatient and more emergency services when compared to non-psychiatric populations. Less is known about preventive health care utilization among those with SMI. This study compared medical service utilization among a sample of 171 individuals with schizophrenia to a national non-psychiatric sample using the Agency for Healthcare Research and Quality sponsored Medical Expenditure Panel Survey (MEPS). Significant differences were found between the two groups across a variety of services. The schizophrenia sample, for example, was more likely to have used the ER and report a fewer number of outpatient medical visits. The schizophrenia sample was also more likely to have had an inpatient medical stay. No differences were found for dental visits. There were also no differences between women in the two groups in terms of receiving preventive mammography and pap smear tests. Implications for the quality of somatic care available to people with schizophrenia are discussed.

[442]

Promoting Help-recruiting Skills among Youth with Disabilities

T. TAYLOR-RITZLER¹, S. RYERSON ESPINO¹ AND T. GARATE-SERAFINI¹¹University of Illinois at Chicago, Chicago, IL

Recruiting help from others can grant adolescents with disabilities access to information and resources that they may not have access to on their own. Learning to recruit needed help and learning to control the help that others provide are important competencies that relate to the development of self-determination for adolescents with disabilities. The proposed poster presents the results of two school-based interventions designed to increase the help-recruitment competencies of low-income ethnic minority adolescents with disabilities. The poster highlights behaviors in five help-recruiting competency areas: greeting a potential helper, making a help request, planning actions if the helper agrees to help, handling rejections if the helper refuses to help, and wrapping up the help request. Study one included 41 adolescents; study two included 50 intervention participants and 50 youth belonging to a comparison group. Results of both studies revealed that adolescents' skills significantly increased from baseline levels and that skill increases were variable across help-recruiting competency areas. Implications of the results will be presented in relation to self-determination skill development of adolescents with disabilities.

[443]

The Intersection of Community Psychology & L'Arche Communities

K. MCDONALD¹¹University of Illinois Chicago, Chicago, IL

The social and political changes of the 1960s sparked increased interest in promoting universal human rights and bringing the provision of health services into communities as opposed to remaining within institutions. As a response to such demands, L'Arche developed as a means to begin to give dignity to a historically disempowered group, people living with intellectual disabilities. Founded as a contemporary of the field of community psychology, L'Arche communities are based on the corresponding principles of social support, empowerment, egalitarianism, and a psychological sense of community nested within a spiritual context. In this poster presentation, I will present a participant-observer analysis that identifies constructs enacted in the community, benefits that are accrued, and the ongoing dilemmas and tensions of implementation. Future directions and challenges for both L'Arche and community living settings in general will be presented.

[444]

Using the CCRM to Identify Key Issues for Peruvians with Disabilities

G. WHITE¹, V. CHAPMAN¹, A. JAY¹ AND A. BRANSTETTER¹¹University of Kansas, Lawrence, KS

This poster will present the process of conducting the Consumer Concerns Report Method (CCRM) with Peruvians with disabilities during July 1999. The CCRM is an agenda-setting tool to help involve consumers with disabilities in shaping research questions and issues for later problem analysis and community action planning. This CCRM was constructed in collaboration with parents of children with developmental disabilities, persons who were deaf or blind, and persons with physical disabilities. This team of consumers helped develop a survey that was distributed to over 200 Peruvians with disabilities. The survey solicited their personal identification of the importance and satisfaction with 37 different disability concerns that might affect them in their daily lives. This poster provides an analysis of the results and makes recommendations for further research in this area.

[445]

Transition Life Goals of Urban Low-Income Youth of Color with Disabilities

S. RYERSON ESPINO¹, T. TAYLOR-RITZLER¹ AND T. GARATE-SERAFINI¹¹University of Illinois at Chicago, Chicago, IL

The movement into post-secondary life represents a critical life span transition for youth with disabilities. Successful transition into young adulthood, from the relative structure of high school, is marked by successful outcomes. Outcomes promoted by families, transition scholars, and policy include enrollment in post-secondary educational programs, employment experiences, and independent living. Current national service delivery system guidelines concentrate goal-striving support within these domains: Goal striving encompasses the setting and pursuit of goals and is central to development and adaptation. Self-determined goal striving within the presence of favorable environmental circumstances is related to successful goal attainment and life span adaptations. This poster gives voice to 108 low-income youth of color with disabilities through the presentation of their self-determined goal statements. Consistent with the goals promoted by families, providers, and policy, 89% of the youth set education goals and 81% of the youth set employment goals. Findings also demonstrate that 38% of the youth set unique personal goals. This research provides us with valuable insight into the transition aspirations deemed important by these young adults.

[446]

A Community Integration Model for Persons with Serious Mental Illness

D. SEYBOLT¹ AND J. LINNEY²¹University of Maryland at Baltimore, Baltimore, MD; ²University of South Carolina, Columbia, SC

Community integration has been a desired outcome for persons with serious mental illness since deinstitutionalization. However, this concept has largely been measured as a unidimensional construct. The current study proposes a multidimensional approach to assessing community integration incorporating aspects of physical integration (number of hospitalizations, days of hospitalization, use of community resources), social integration (social network size and content), and psychological integration (sense of community). Study respondents were 201 individuals with serious mental illness living in the community. Instruments included a modified version of the MEAP Physical and Architectural Features Checklist, the Sense of Community Index, and portions of the questionnaire used in the NIMH Supported Housing Demonstration Project. A confirmatory factor analysis resulted in satisfactory model fit. The latent variables of social and psychological integration showed a moderate, positive relationship. Neither of these variables was associated with the latent variable of physical integration. Results are discussed in terms of their implications for conceptualizing and measuring the concept of community integration. Emphasis is placed on utilizing a multidimensional approach and including multiple stakeholders.

Academic Achievement Theme (POSTER PODS D – E)

[447]

Sexual Harassment and Academic Climate of Graduate Students

E. MALONEY¹ AND M. BOND¹¹University of Massachusetts Lowell, Lowell, MA

Sexual harassment is a serious problem for graduate students. While much research has documented the existence of the problem, relatively little has been done to understand the importance of context and general ecology of the issue. Our poster will focus on how graduate students at a large Northeastern, public university, perceive and experience their academic environment, how this climate is related to the incidence of sexual harassment on campus, and the impact of the climate and the harassment on graduate student's physical and mental health. The study assessed students' perceptions of attitudes inside their own academic department and for the University as a whole as well as the wide range of actual experiences with sexual harassment during graduate training. The study makes a unique contribution to both research and action by enhancing our understanding of how context and cultural values affect rates of sexual harassment. This study will identify potential areas for change aimed at building a community of diversity that supports women's professional development and enriches the learning and growth of all campus constituents.

[448]

Closing the Digital Divide: Empowering Parents & Children with Computer Training

J. PRIMAVERA¹, T. DIGIACOMO¹ AND P. WIEDERLIGHT¹¹Fairfield University, Fairfield, CT

In an increasingly technologically-dependent society, the "digital divide" serves only to exacerbate already problematic differences in occupational and educational success that cuts across socioeconomic lines. The Project offered computer training to low-income parent-child dyads utilizing children's software to enhance pre-reading skills. Results indicate a significant increase in computer skills for both parents and children. Parents experienced an increase in confidence and a decrease in anxiety as a computer user. Increased self-esteem and a sense of pride in their ability to help their children learn a new skill were reported. Parents also indicated that because of their success in the parent-child program they were eager (and no longer intimidated) to enroll in more advanced, adult computer training. Improvements in the parent-child relationship were noted.

[449]

College Student Retention Interventions: Strategies for Reducing Dropout

A. MASHBURN¹¹Georgia State University, Atlanta, GA

The rate of college student dropout continues to rise. In 1999, over one-fourth of freshmen at four-year colleges and universities did not return to the same institution for their sophomore year. Academic institutions may use a number of institution-based intervention strategies to lower their rates of dropout. The purpose of this poster is to present results of a survey of intervention strategies by four-year colleges and universities to reduce their rates of dropout. One hundred four-year institutions were randomly sampled from the population of 1,800 colleges and universities in the United States. Any available printed information about an institution's student retention strategy(s) is being gathered from each institution's web-site. Also, a request for printed materials describing the intervention is being sent to the Director of Student Affairs and the Director of Housing/Residential Life at each institution. Results will summarize the various intervention strategies used by public and private institutions including the goals of the interventions, the methods for achieving the goals, and the target populations. Additional approaches for controlling college student dropout that were derived from organizational strategies for controlling employee turnover will be presented, as well as a longitudinal model of the student matriculation process that summarizes different intervention points and intervention strategies.

[450]

Student Mobility: Extent, Patterns, and Relationship to Academic PerformanceA. MARTIN¹, A. MASON², R. HARTIGAN³ AND L. GENSHEIMER¹
¹University of Missouri-Kansas City, Kansas City, MO; ²St. Joseph Youth Alliance, St. Joseph, MO; ³St. Joseph School District, Kansas City, MO

Student mobility is a prevalent problem in the United States. Recent research indicated that more than 40% of third graders change schools at least once since first grade, and 17% change schools two or more times (US General Accounting Office, 1994). Negative developmental outcomes have been associated with high rates of student mobility such as poor academic achievement and behavior problems. Such findings are cause for concern for a Northwest Missouri school district having elementary school mobility rates ranging from 7% to 86%, with an average of 42%. This paper presents findings of a collaborative investigation of student mobility involving the school district, a community organization administering state-funded youth initiatives, and community researchers. An ecological analysis was implemented to examine mobility. First, patterns of student movement between district elementary schools were explored. A meaningful positive relationship was found between schools with high mobility and schools serving families from lower socioeconomic backgrounds. The second phase of the study will investigate the relationship between mobility and academic performance (e.g., standardized test score performance, age-grade association, participation in special services). Findings will be used to inform further research investigating potential family, institutional, and community factors that may contribute to student mobility.

[451]

African American Academic Persistence: The Importance of MentoringC. AYALA-ALCANTAR¹, W. FOOTE¹, G. GARCIA¹ AND D. WRIGHT¹
¹University of La Verne, La Verne, CA

The purpose of the current study was to examine the supports and barriers to academic success experienced by African American students at a small private university in southern California. One impetus for the current study was the low persistence and graduation rates observed among African American students at the university. The current paper will focus on themes that have emerged from an analysis of qualitative data examining persons the participants identified as playing a positive mentoring role in helping them succeed academically. Fifty undergraduate male and female African Americans were randomly selected from a list of all current African American students at the university. Participants took part in a one hour face-to-face interview with an African American interviewer. Preliminary analyses suggest participants' mentors can be classified into two primary groups: on-campus faculty and staff, and family members. The mechanisms through which these persons provide support include spiritual assistance and guidance, academic advice and counseling, personal counseling, and by serving as role models. Results are discussed in the broader context of the importance of mentoring, counseling, advising, and other special support services which previous research has indicated is effective in increasing retention among students of color.

[452]

Promoting Positive Student Outcomes with School-Family PartnershipsR. BEYER¹, M. BLOODWORTH¹, J. DINKHA¹, S. FRAZIER¹, P. GRACZYK¹, S. KATZ¹, E. PATRIKAKOU¹, M. SMITH¹ AND R. WEISSBERG¹
¹University of Illinois at Chicago, Chicago, IL

Partners for Health, Academic, Social, and Emotional Success (PHASES) is a multi-component, school-based, preventive intervention for first through third graders. The program works with three schools, two of which are predominantly African-American and a third which is Latino. PHASES includes a targeted social-skills program, a classroom-based intervention, and a school-family partnership (SFP) component. The SFP component is based on a comprehensive program designed by researchers at the University of Illinois at Chicago and consists of 38 specific goals which aim to promote: positive two-way communication between parents and students, family involvement in children's learning at home, and family involvement in children's learning at school. SFP was developed and implemented in Washington, D.C. schools over the last five years. It has

now been adapted and integrated into PHASES to help promote positive student outcomes. This research examines the implementation and effectiveness of the SFP component of PHASES in terms of the program's integrity data (e.g., adherence to the goals of the SFP manual and degree of implementation) and reactions of parents and teachers concerning the implementation and effectiveness of the program.

[453]

Current School Environments: Diverse Learning Styles and Academic AchievementS. MCMAHON¹, R. CHIMATA¹ AND M. PARKS²¹DePaul University, Chicago, IL; ²Data Driven Decisions, Inc., Berkeley, CA

The educational system in the United States caters to a narrow range of learning styles, which can marginalize students who do not respond well to traditional modes of teaching. From a community psychology perspective, there are significant implications for creating interventions that use teaching strategies that match various learning styles. By modifying didactic settings to fit learning styles of all students, the educational system can provide a more ecologically valid approach to education. Gardner (1993) suggests that there are multiple learning styles, including: linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, intrapersonal, and interpersonal. The traditional mode of education focuses on linguistic and logical-mathematical styles and may not meet the needs of many students who express other learning preferences. Furthermore, persons from different cultural backgrounds demonstrate different patterns of preferred learning strategies. This study will assess the relationship between children's learning style preferences and their academic achievement. Three hundred ninety-nine students from eight schools were assessed prior to receiving an innovative, interactive reading program that engages children with diverse learning styles to teach basic reading skills. We will examine data to assess how various learning styles influence reading achievement. Implications for program development and evaluation will be discussed from a community psychology framework.

[454]

Crossing the Social Distance: Enhancing the Ecology of Latino College StudentsM. PRIETO-BAYARD¹¹University of La Verne, La Verne, CA

Three basic assumptions guided a program for first-generation students and their families. That social distance between their home ecologies and the university's may make them at risk for early drop-out and this is more distinct for ethnic students. That their families and communities provide them with protective factors which could be enhanced. That interventions must occur at all levels of the system and institutional adaptations must be made. Thus, meaningful engagement of families, staff and faculty is imperative. Qualitative and quantitative data on Latino students (N=50) revealed the following: parents were able to give emotional support but had difficulty giving instrumental or perceived support; family and school obligations often conflicted; parents could be engaged in directly experiencing their student's campus life; Latino students experienced a strong sense of community but felt less supported academically although their graduation rates were comparable and program students showed greater rates; department chairs perceived ethnic students as less prepared academically; small classes and personal attention from faculty served to create a good "fit" for Latino students; and cultural responsiveness must be specific in order to create this "fit" for other ethnic groups. Current research focuses on the ecologies of African-American students.

Youth Theme (POSTER PODS E - F)

[455]

Teens and Sex: Evaluation of a Community-Based Intervention ProgramM. SCHLEHOFER-SUTTON¹, B. CASAD¹, M. DELLO STRITTO¹, C. VILLANUEVA¹, B. GUZMAN¹ AND A. FERIA²¹Claremont Graduate University, Claremont, CA; ²CHOICES, South El Monte, CA

Sexually active teens report low rates of contraceptive usage, which may put them at risk of early parenthood, sexually transmitted infections, and AIDS. Community psychologists concerned with these issues should consider the effectiveness of innovative interventions that increase responsible sexual behavior in teens. The purpose of this study is to evaluate the effectiveness of the Community Awareness Motivation Partnership Teen Theater Program, one such intervention. This community-based program recruits and trains actors from the community to perform skits on sexual issues, AIDS, and domestic violence to local youth. Nine hundred and thirty-nine teens between the ages of 13 and 19 (M = 14.75; SD = 1.07) from two school districts in Southern California were recruited over two school years to participate in the program. Participants completed pretests and posttests that assessed their sexual activity, contraceptive knowledge and use, understanding of male sexual responsibility and abstinence. Posttest results indicate a significant increase in participants' intentions to delay intercourse and use birth control. Upon post testing participants also indicated a significant increase in their understanding of what it means to be abstinent and sexually responsible. These findings demonstrate the effectiveness of a brief low-cost community-based theater intervention to teach teens responsible sexual behaviors.

[456]

Ethnic Identity and Adolescent Adjustment: A Consideration of Ecological ContextF. HALL¹ AND J. ALLEN¹¹University of Virginia, Charlottesville, VA

To examine the interplay of multiple contexts of development on African American adolescent adjustment, the current study explores the links between adolescents' neighborhood context and ethnic identity in predicting emotional and behavioral functioning. Data were gathered from 47 African American adolescents (17 female, 30 male), who were recruited from an ethnically-mixed public school. The adolescents' mean ages were 13.45 and 14.65, at time one and time two, respectively. Adolescents' degree of attachment to their ethnic group and psychosocial functioning were obtained through data gathered from multiple informants. United states census data will be collected to classify the ethnic composition and socioeconomic status of the adolescents' neighborhoods. Preliminary results indicate that greater ethnic pride is related to decreased levels of depression and lower levels of delinquency. Additional analyses will examine the moderating effect of ethnic identity on the relationship between neighborhood context and psychosocial outcomes. That is, this study will determine whether the relationship between the cultural context of adolescents' neighborhoods and their psychosocial functioning varies by adolescents' feelings of attachment to their ethnic group. These findings are expected to support the ecological framework in understanding development among African American youth.

[457]

Family and Community Moderators of Adolescent Exposure to Domestic ViolenceA. PRICE¹, F. NORRIS¹, G. KUPERMINE¹ AND J. FOSTER¹¹Georgia State University, Atlanta, GA

Past research suggests that child witnesses of domestic violence have significantly more emotional and behavioral problems than nonexposed children including internalizing problems, externalizing problems, impaired social problem solving skills, and lowered interpersonal sensitivity. However, other studies suggest that "resilient" children might function well in one domain while experiencing problems in another domain. The purpose of this investigation was to test the moderating effects of family resources (family adaptability, cohesion, and parental monitoring) and

community resources (school climate and religious involvement) on the relation between domestic violence exposure and adolescent outcomes (social competence, anger, depression, PTSD symptoms, anxiety, and antisocial behavior). One hundred and forty-seven African American youth (ages 12-16) participated in this cross-sectional study. The study resulted in two key findings. First, family and community resources were protective for social competence. Second, family and community resources failed to protect youth from the negative psychological consequences of violence exposure. The data suggest that family and community resources may serve protective functions in situations of high levels of violence exposure. However, violence exposure may outweigh other positive effects of these resources.

[458]

Violence, Support, and Functioning Across 9 Urban Middle School ContextsE. OZER¹, M. SCHOTLAND¹ AND R. WEINSTEIN¹¹University of California, San Francisco, San Francisco, CA

What is the role of urban schools in promoting the psychological and academic functioning of adolescents in the context of community violence? While research on exposure to violence has focused on the level of the individual adolescent, there is much to be learned from examining the relationships between exposure to violence, support, and functioning at the level of the school. Do characteristics of schools and aggregate characteristics of students in schools help explain students' functioning? Exploratory, school-level analyses of a study of a representative sample of 349 young adolescents from 9 urban middle schools will be conducted, focusing on school-level factors such as: a) academic stress, support from teachers, perceptions of equal treatment for students, class size, and school safety; b) students' experiences of violence and daily hassles in other domains of their lives; and c) students' psychological and academic functioning.

[459]

Not Just Day Care: An Innovative Approach to Afterschool ProgrammingR. HORWITZ¹ AND J. LINNEY¹¹University of South Carolina, Columbia, SC

Over 30% of public schools offer extended-day programming. There is limited research on the effects of these programs, but few are oriented toward prevention or health promotion goals. This poster will illustrate the core components from an afterschool program in Charleston, South Carolina that is designed to build social and emotional competencies in elementary school age children. The WINGS program is a collaboration between a community activist, the city school district, and a university research team. WINGS engages additional community resources, including human service agencies, civic, recreational, and educational groups. Grounded in emotional intelligence theory, WINGS uses innovative programming to create opportunities for students to develop these competencies. Key process elements include empowerment of students, team building, and development of empathy. The students being served are primarily African-American and come from low-income homes. Research on program effects has commenced with the collection of longitudinal data that addresses the following areas: academics, self-efficacy, attachment to school and to significant pro-social adults, impulse control, and illegal/antisocial activity. This data is being collected from program participants and non-participants with similar demographic backgrounds. Issues of implementation, program maintenance, and how evaluation may inform planned dissemination will also be discussed.

[460]

Unique versus Specific Effects of Individual Stressors on Adolescent DepressionJ. DEARDORFF¹, N. GONZALES¹ AND I. SANDLER¹¹Arizona State University, Tempe, AZ

Studies have shown that stressful life events contribute to depression. Adolescents living in low-income areas are particularly vulnerable. Stress occurs in multiple domains (e.g., school, family, neighborhood). Unfortunately, the life events literature has predominantly operationalized

stress across domains, ignoring the possible unique effects of stress within specific domains. Research, however, has shown differential effects of domain-specific life event clusters in predicting adjustment. Moreover, family stress may be a particularly salient predictor of depression for adolescents. Hierarchical regression is often utilized to test for "unique" effects. Unlike regression, structural equation modeling (SEM) allows researchers to examine "specific" effects, above and beyond the effects of the latent construct. The present study looked at a multiethnic, low-income sample to examine the unique effects (using regression) and specific effects (using SEM) of stressors within six stress domains. Results from multiple regression suggested that both peer and family stress uniquely relate to depression, while SEM indicated that only family stress has a specific effect. We argue that SEM provides a more conservative estimate of the contribution of individual stressors to depression. This research opens up discussion of various ways to examine adolescent stress and depression in low-income, ethnically diverse communities.

**[461]
Help-Seeking Behavior, Depression and Suicide in College Students**

L. CHESNIAK¹ AND R. LEWIS¹
¹Wichita State University, Wichita, KS

Suicide, the third leading killer of people aged 15 through 24, has far reaching detrimental outcomes. In 1995 the national rate of suicide for youth was 13.3 per 100,000. In Kansas the rate of adolescent suicide is higher than the national average. For young adults aged 15-24 rates have increased from 8.8 deaths per 100,000 in 1970 to 13.3 in 1995. There are countless risk factors associated with suicide. In this paper the focus will be on depression, substance use and help-seeking behaviors as they were examined on a college campus. Findings included low rates of substance use, and comparable rates of depression to national statistics. Most students reported that they would seek help from a friend or parent when faced with a personal problem. This study provides some important insights for future research and prevention of adolescent suicide.

**[462]
The Effects of Perceived Social Support on Juvenile Delinquency and Aggression**

L. JACOBUS¹ AND J. EMSHOFF¹
¹Georgia State University, Atlanta, GA

Although past research has demonstrated that adolescents who report high levels of perceived social support engage in less delinquent and aggressive behaviors, there is relatively little evidence within the literature of researchers affecting behavioral outcomes by modifying an individual's level of social support. The goal of the present research is to ask the following question: Do structural family therapy, (SFT) and parent management classes have a direct effect on adolescent delinquency as well as an indirect, mediated effect through increased levels of perceived social support? Participants were 41 African-American adolescents enrolled in a faith-based delinquency prevention program. Perceived social support was measured using three scales that asked adolescents to report the amount of social support that they perceived in three different contexts: peer, family and religious. Results demonstrated that participation in the program resulted in a significant reduction in delinquency and aggression. Further analysis revealed that the SFT and parent management techniques had a direct effect on delinquency and aggression. No support was found for the mediated effects of treatment on behavioral outcomes through increased social support.

**[463]
Team Sports Participation and Self-Esteem among Urban Adolescent Girls**

S. PEDERSEN¹
¹New York University, New York, NY

Adolescent girls often report lower levels of self-esteem than their male peers during adolescence. As such, there is a need for research that identifies antecedents and mediators of girls' self-esteem development in adolescence. Participation in highly structured extracurricular activities is one modifiable factor that may be related to positive adolescent

development, including enhanced self-esteem. The current study investigates the role played by one type of structured extracurricular activity, team sports, in adolescent girls' self-esteem development. Roughly 250 girls from ethnically diverse backgrounds were surveyed as part of larger study investigating the development of poor, urban youth in the Northeast. Hierarchical regression analyses reveal that team sports participation is associated with higher self-esteem among girls in middle adolescence independent of the girls' overall rates of physical activity. This relationship is significantly mediated by the girls' sense of efficacy in the team sports domain. Additional longitudinal analyses suggest that the positive relationship between team sports participation and self-esteem is most robust for those girls who report very low levels of participation in early adolescence, but increase in their participation rates during adolescence. Implications of these results for intervention with at-risk girls are discussed.

**[464]
Mothers' Socialization of Adolescents' Coping with Interpersonal Stressors**

A. HARRIS-BRITT¹, J. KUPERSMIDT¹ AND A. CLARKE¹
¹University of North Carolina at Chapel Hill, Chapel Hill, NC

Research findings suggest that children's knowledge of coping strategies may be influenced by socialization processes in the family and parents have indicated that verbal methods are often used to transmit coping strategies to their children. The present study examines the process through which mothers provide coping advice to their adolescents. Fifty-two mothers of seventh and eighth grade students were interviewed about two interpersonal stressors (one with a peer and one with an adult) recently experienced by their adolescents. Analyses revealed that mothers recommended positive strategies, such as Logical Analysis and Positive Problem-Solving, the most often in response to both peer and adult problems. The use of Aggression and Risky/Unhealthy Behaviors were recommended only in response to peer problems and Religion/Spirituality was suggested only in the adult context. Seeking Social Support was recommended more often to daughters and Resignation was suggested more often for sons. Significant associations were also found between mothers' appraisals of their adolescents' control over the interpersonal problems and mothers' subsequent coping suggestions. Results are discussed in terms of how parents can serve as an important factor in the development and maintenance of coping skills in adolescents.

**[465]
Evaluation Results of a Peace Education Program**

J. FINKEL¹, K. KINNISON¹ AND S. PORTWOOD¹

¹University of Missouri-Kansas City, Kansas City, MO

This poster presentation will focus on evaluation results from the first and second year of a school-based peace education program. The program is somewhat unique among school based violence prevention programs in that, rather than focusing on violence, it is designed to teach elementary school students lessons about peaceful living. The program is an example of community-based, wellness-oriented, and universal primary prevention. Evaluation efforts began during the program's first year of operation. Recognizing that programs seldom achieve full implementation within the first year of use, the evaluation focused on program implementation and content. Evaluation results from year one were used to make implementation adjustments in year two. The year two evaluation was expanded to include a pilot outcome evaluation component. This evaluation is an example of successful collaboration between a university research team and a community-based program. However, it also illustrates many of the challenges faced by community psychologists working as program evaluators in school settings (e.g., maintaining open communication with all stakeholders, creating a meaningful research design that meets the needs of the setting, and identifying strategies to measure extra-individual level change).

**[466]
An Analysis of a Prevention Program for Risk Behaviors in Minority Youth**

M. LANUM¹, Y. SUAREZ-BALCAZAR¹ AND F. CALEXTO²
¹Loyola University Chicago, Chicago, IL ²Broader Urban Leadership and Development, Chicago, IL

The purpose of this evaluation study was to conduct an in-depth case study of one agency's approach to prevention of high-risk behaviors, specifically violence. The goal of the in-depth case study was twofold: to explore the relationship between variables such as aggression, attitudes, substance use and changes in the youth and to examine the parents' views of the program. Both quantitative and qualitative methodologies were used such as focus groups, one-on-one in-depth interviews and a Core Group Questionnaire (CGQ) which included questions about career awareness, group affiliation, self-esteem, substance use, attitudes towards drugs, social support, attitudes towards school, aggression and violent behaviors. Findings indicated that there was a relationship between demographic variables, attitudes, and behavior variables. There were also relationships between the attitudinal variables and behavioral variables. Results also suggested relationships between intermediate variables, such as social support and self-esteem, and behavioral variables. The author will conclude with a discussion of the role of participation in the program as one factor contributing to changes in the youth.

**[467]
Access to Health Services: Strategy for Community Teen Pregnancy Prevention**

R. BOOTHROYD¹, A. MASON², A. PAINE-ANDREWS¹, J. FISHER¹, S. LASHELL¹ AND S. FAWCETT¹

¹University of Kansas, Lawrence, KS ; ²RRISK Project, Ulysses, KS

Access to health services is an often controversial strategy for preventing adolescent pregnancy. Comprehensive community initiatives like RRISK (Risk Reduction Involving Sexuality of Kids) can integrate health curriculum and services in an area with limited access to contraceptives and high rates of teen pregnancies. This study explores the effects of school-board supported and approved health department tours on knowledge, attitudes, and intentions of sixth, eighth, and ninth graders and their health seeking behaviors. The intervention involved parents in consent procedures, schools in transportation and coordination, and health department staff in providing information and a sampling of the clinic environment. It used a randomized post-test only wait-list control design, and collected data from participants using Youth Health Surveys. Preliminary findings show statistically significant differences in measures among 122 intervention compared to 192 control group members. Early data reviews of family planning health department visits among 10-17 year olds before and after the intervention show promising results. This intervention utilizes community resources to promote youth access to health services. As part of a larger, more comprehensive initiative, it represents an innovation that links and strengthens other community efforts for increasing access to health services for youth.

**[468]
Youth Project: Teens & Violence in the Community**

M. SANCHEZ-CESAREO¹ AND E. KARDARAS²

¹DePaul University & Urban Networks Associates, Chicago, IL ; ²Wichita State University, Wichita, KS

This poster will present the evaluation of the Youth Project, an innovative and comprehensive community based teen dating violence prevention program. The Youth Project was design to reach youth from all ethnic backgrounds, but particular measures were taken to address issues for Latino/a youth. The Youth Project has undergone both formative and summative. This poster will present the results of a three year program evaluation.

Diversity Theme (POSTER PODS F - G)

**[469]
Understanding Racial Socialization in Families: A Qualitative Approach**

A. GONZALEZ¹
¹University of Illinois, Champaign, IL

Results of the Social Climate Survey (SCS) indicate strong differences in perceptions of the climate in Champaign public schools among racial groups. These different perceptions are especially notable in the areas of general fairness, fairness of discipline, and need for change. One limitation of using only quantitative survey data is that it cannot fully describe why the demonstrated differences occur. Families play a fundamental role in sculpting their children's beliefs and values. This study examines how children's acquisition of views of racial issues are influenced by their parents. The means parents use to transfer their beliefs regarding issues of race and discrimination to their children will be examined through semi-structured interviews and the qualitative comments from the SCS. The comments will be examined with an eye for remarks concerning how parents convey these beliefs to their children, whether it is by claiming a colorblind stance, talking to their children actively, or through indirect statements. These data will then be utilized to develop the interviews that will be conducted with parents in the district. Once the process of transferring racial views is better understood, effective programs can be established to facilitate discussions between parents and children about these difficult issues.

**[470]
Stigma and Mental Illness: A Cross-Cultural Comparison**

N. HRYCIK¹ AND S. DAVIS²

¹North Central College, Naperville, IL

Cultural differences on the individualism-collectivism dimension have the potential to affect a variety of individual attitudes, including attitudes toward mental illness. Cross-cultural research on the stigma associated with mental illness in Latin America and the United States has yielded inconsistent results. While Whaley (1997) found Hispanic-Americans to be less accepting of mental illness than their Anglo-American counterparts, Weisman & Lopez (1996) found Mexican citizens to be more accepting than Anglo-Americans. The current study attempted to clarify these inconsistencies by collecting data from 210 college students in Costa Rica and the US. In multiple regression equations controlling for age, sex, country, and trust in people, the Costa Rican sample was found to be more accepting of mental illness. Group harmony and keeping the peace are important values in a collectivist culture such as Costa Rica, and these values may explain the greater acceptance of mental illness. Implications of these data for protecting the rights of the mentally ill will be discussed.

**[471]
¿Qué Necesitan?: Migrant Farm Worker Children and Families**

L. MANN¹ AND C. STEIN¹

¹Bowling Green State University, Bowling Green, OH

Despite their crucial role in harvesting the food we eat, migrant farm workers and their families in the United States remain marginalized by society. In Ohio alone, between 9,800 and 70,000 rural Latino workers spend long hours in the fields to harvest crops such as tomatoes, cucumbers, and fruit. Increased awareness and calls for action among migrant farm worker groups have helped to highlight the arduous lifestyle and impoverished living conditions of migrant farm workers. Yet, there is little systematic understanding of the mental health needs of migrant farm children and their parents. The present study examines perceptions of need and access to health and social services for migrant farm worker children and families working in Northwest Ohio. The study uses a sample of over 100 key informants, both volunteers and employees, who have had direct contact with farm worker communities within the past year. Key informants are asked to complete a measure that assesses need, life stressors, acculturative stress, and barriers to service. Key informants are also asked to articulate their perceptions of the strength of the people with whom they work, including expectations, coping, and resilience factors. Implications of

findings for community interventions and mental health systems planning are discussed.

**[472]
Half Full/Half Empty: Diversity As a Risk or Protective Factor**
N. YEE¹, H. WIMMS¹, L. ISRAEL¹ AND C. LOOMIS¹

¹University of Maryland, Baltimore County, Baltimore, MD

This study investigates how women in a job-training program perceive diversity, and how diversity acts as risk and resilience factors across individual and community domains. The Caroline Center, a holistic job-training and education program in urban Baltimore, provides services to help women leaving welfare and/or working in non-living wage jobs gain the skills and experience necessary to obtain and keep living wage jobs. Our research has focused on examining women's resources and needs and how Caroline Center meets those needs. Students are predominantly African-American and live in low-income urban neighborhoods, 19-62 years old, 60% do not have a high school diploma, and 78% have children. Qualitative methods were used to analyze semi-structured interviews comprising 5 focus groups totaling 45 students, individual interviews with 10 successful alumnae (i.e., currently employed), and 10 early exiters (i.e., left before completing the program). Women spontaneously discussed issues of race, ethnicity, culture, socio-economic status, age, spirituality, and social support. This study reviews these women's multifaceted perceptions of diversity to determine the process by which the women define, discuss, and conceptualize difference and how these factors of diversity act as risk and protective factors across individual and community levels -- shaping the perception of their experiences.

**[473]
What is Collectivism Really? Assessing the Components of Collectivistic Values.**

S. TINSLEY LI¹, J. DESAI¹, A. BERMAN¹ AND L. RENTERIA¹

¹Loyola University (Chicago), Chicago, IL

Collectivism and individualism are broad terms that have been used to characterize the cultural orientations of various societal groups. In general, ethnic minorities are believed to have higher collectivistic cultural norms with less emphasis on individualism relative to Caucasians. However, heterogeneity within ethnic groups suggests individual variation in collectivistic values. And although collectivism has been used as an explanation for group differences, the lack of conceptual clarity in defining this construct has led to poor explanatory power in accounting for any distinctions. To address these problems, a multi-ethnic sample of undergraduates (n=112) was used to develop several subscales of collectivism. Items were written to assess constructs such as following familial and social norms, putting the needs of family above the self, caring for parents in old age, individual versus family achievement/failures, and adherence to religious/cultural traditions. Factor loadings from an exploratory factor analysis were used to create scales with adequate internal-consistency reliabilities. This factor structure was then confirmed on a second sample (n=258). As expected, individuals from cultural groups considered "collectivistic" had higher scale scores. The scales were also related to Triandis's measure of collectivism in expected ways. These findings enhance the assessment of collectivistic values, and contribute to an understanding of how components of collectivism may account for ethnic group differences.

**[474]
Individualism-Collectivism and Coping Effectiveness**

J. DESAI¹ AND S. TINSLEY LI¹

¹Loyola University Chicago, Chicago, IL

The present study explored the moderating effects of individualistic and collectivistic value orientations on the utilization and effectiveness of active, avoidant, restraint, and social support coping. Active coping was hypothesized to be more effective for those with an individualistic value orientation than those with a collectivistic orientation. Social support coping was hypothesized to be more effective for collectivists. It was also hypothesized that persons with a stronger collectivistic orientation would utilize coping responses that are less confrontive, such as avoidant and restraint coping. A sample of multicultural college students completed

questionnaires measuring coping style, level of individualism and collectivism, depression, anxiety, and somatic complaints. Results indicated that value orientation was a moderator of coping and outcome. Use of active coping was related to lower levels of anxiety and somatic complaints under conditions of individualism. The present findings suggest that the use of active coping is effective for those with individualistic values, but perhaps is not the most adaptive response for all individuals. Thus, the effectiveness of a particular coping strategy may depend on the congruency between an individual's values and the coping response. The current results contribute to an understanding of the factors influencing the utilization and effectiveness of various coping responses in relation to adjustment outcomes.

**[475]
The Journey is the Goal: Incremental Successes in Job Training**
C. MARX¹, H. WIMMS¹ AND L. VALENTINE¹

¹University of Maryland Baltimore County, Baltimore, MD

Traditional job-training programs define success and program completion in terms of job attainment only. This dichotomous view of success ("job" versus "no job") is often fueled by policy mandates and welfare legislation, discounting the incremental growth of participants and alternative definitions of success. This study will explore the experiences of individuals enrolled in a comprehensive job-training program, highlighting individual perspectives, personal goals, and incremental change as facilitated by a multi-faceted curriculum. Caroline Center is a holistic job training and education center that serves low-income women living in Baltimore City. The goal of the Center is to prepare women for acquiring and maintaining living wage jobs. Program components include academic classes, life skills training, self-esteem and goal development workshops, mentoring, and other individualized services. Twenty-one interviews with former Caroline Center program participants were conducted. Interviewees included both "successful" graduates of the Center (those who left upon attaining a living wage job), and early exiters. Qualitative analyses of these interviews allow for investigation of self-reported successes and incremental growth regardless of program completion. The findings suggest a need for shifting program focus from "end-goal" to "process" to facilitate long-term life and job satisfaction for participants.

**[476]
New Directions in Latino Adolescent Acculturation**
E. BAUTISTA¹ AND L. GUTIERREZ¹

¹University of Michigan, Ann Arbor, MI

Acculturation is generally defined as the process of change that occurs in members of one group as they have contact with a different group. Despite the variety of conceptualizations of theoretical models and measurements of acculturation, the literature has one premise in common. Thus far it has been based on the assumption that ethnic minorities acculturate toward a (Caucasian) majority culture. Given the contexts in which ethnic minority groups function in this country, it is likely that these groups influence each other as much as they are influenced by White Americans. In urban areas Latinos and African Americans, as well as other ethnic minority groups, often reside in close proximity of each other. The parallels in history of oppression between these two ethnic minority groups, and their struggles for justice, can create a strong mutual identification in personal experience and cultural expression. The present study explores the impact of context and phenotype on behavioral and psychological acculturation of Latinos toward an African American orientation. Adolescents of Latino heritage were recruited through high schools in the Chicago area. The questionnaire are modified versions of a behavioral and psychological acculturation scales and identifying information, among other measures. Target sample size was 200 participants.

**[477]
Bridging the Employment Gap in Hispanics: Community Agencies At Work**

N. PORTILLO¹, L. ORELLANA-DAMACELA¹ AND Y. SUAREZ-BALCAZAR¹

¹Loyola University Chicago, Chicago, IL

According to the Universal Declaration of Human Rights (Art.23), everyone has the right to work and equal pay for equal work. However,

Hispanics and other minorities in the US still experience job discrimination and obtain lower earnings compared to White-Americans. One strategy that community-based agencies are currently implementing to bridge such gaps is providing vocational training and employment services to minority members in order to enhance their economic status and quality of life. The purpose of this poster is to present results of economic and career advancement in a random sample of 50 students who graduated from community-based agency that provides job-training programs to Hispanics in the Chicago area. To measure students' advancement, a 15-minute telephone survey was developed. Indicators measured were annual income, leadership position holding, job benefits, employment satisfaction, purchasing power, and household conditions. Overall results indicate that most students (92.9%) are moving from low-paid labor oriented employments toward more technical and administrative oriented employments after training completion. Moreover, findings revealed that full time female workers' average income is \$2,500 higher than the national average income for Hispanic women. Implications for future research and strategies to help community agencies to better serve their job-seeking clientele are provided.

**[478]
Does Racial Composition STILL Influence Perceptions of Neighborhood Quality?**

M. NATION¹, C. MCIVER¹, S. NOJIRI¹ AND J. WILSON¹

¹University of North Florida, Jacksonville, FL

There is little doubt that neighborhoods vary in their desirability. Even casual conversations with homeowners indicate a belief that housing value declines with entrance of black residents. What is the source of these effects? A common hypothesis has been that the entrance of black residents portends a decline in the quality of a neighborhood. Although racial attitudes have changed in the last 20 years, recent studies still indicate somewhat negative attitudes toward neighborhoods with black residents. However, there is a competing explanation that argues race is merely a proxy for economic status and concerns about race are really concerns about the lowering of the economic and social status of neighborhood. The present study focuses specifically on the racial composition hypothesis by holding economic variables constant. College students were presented with vignettes describing a neighborhood, and were asked to rate it on a variety of dimensions. The vignettes were presented such that participants were not exposed to the manipulation of racial composition. In addition to overall quality, we investigate the stereotypes related to neighborhood safety and neighborhood upkeep as potential ways of explaining the results.

International Theme (POSTER PODS H - K)

**[479]
Risks Accumulation, Social Capital and Participation in High Risks Neighborhoods**

J. GOULET¹, G. GRATTON¹, C. BOUCHARD¹, M. BASTIEN¹, N. BASTIEN², G. MALCUIT³, J. MOREAU¹ AND A. POMERLEAU¹

¹Université du Québec à Montréal, Montréal, Québec ; ²Centraide du Grand Montréal, Montréal, Québec

Social capital(networking,sharing of norms and trust)enable participants to act together more effectively to pursue shared objectives. Previous research suggest that social capital facilitates community building by increasing citizens participation in community life. Such participation is associated with improvement quality of the physical environment and of overall social conditions. The present study aims at identifying the relationships between family risk factors accumulation,parents' perception of their neighborhood social capital and their own participation in community life.219 parents living in four high risks urban neighborhoods(high rates of female-headship status,of low income families,of undereducated mothers and high heterogeneity of the population)participated to the study. Three family risks factors were identified:low family income,female-headship status and low maternal education.Social capital score is estimated using participants' sense of community,perception of social cohesion in their neighborhood and the size of their social network.Preliminaries statistical analyses show significant differences between higher and lower risk families.Parents perception of social cohesion in their neighborhood(F=5,29

p=0,001),of their sense of community(F=3,70 p=0,01),of the size of their social network (F=26,62 p=0,00)attain higher scores for lower risk families.Futures analyses will further examine the relationships between measures of social capital and parents'participation in their neighborhood.

**[480]
Using Peer Leaders to Supply Psychosocial Support for Morticians**

C. WARD¹ AND A. FLISHER¹

¹University of Cape Town, Cape Town, South Africa

Policemen who serve as morticians in two state mortuaries in Cape Town, South Africa were identified as being at risk for the development of PTSD and other negative sequelae as a consequence of work-related exposure to traumatic stressors. Peer leaders were trained in stress management techniques, both general and specific to traumatic stress, and asked to train their colleagues. The intervention was evaluated using a Solomon four-group design with a delayed intervention control group. Both qualitative and quantitative data were collected. Baseline assessment indicated high levels of stress-related problems, including substance abuse and interpersonal violence, and poor coping skills. Results suggest a trend towards positive outcomes, with peer leaders making greater improvement than their colleagues. Additional qualitative data suggests that information was not efficiently conveyed from peer leaders to colleagues, but that the intervention may have had some positive organizational impact.

**[481]
Social Contexts, Age, and Juvenile Delinquency: A Community Perspective**

C. WARD¹ AND J. LAUGHLIN²

¹University of Cape Town, Cape Town, South Africa; ²University of South Carolina, Columbia, SC

Hierarchical linear modeling was used to investigate hypothesized direct effects of community social disorganization (CSD) on delinquency rates in communities; and whether the micro-level contexts of family, school, and peer group are moderated by CSD, have direct effects, and interact with age. The sample included 6,401 adolescents and 72 communities across the USA, drawn from Wave 1 of the National Longitudinal Study of Adolescent Health. Results show that higher CSD is related to higher rates of delinquency, but effects of micro-level contexts were not found to be moderated by CSD. Family bonds and controls, and school bonds, were negatively related to delinquency. No effect of association with a deviant peer group was found. Age was found to interact only with school bonds and family controls, and to have a direct effect. Results suggest that both macro- and micro-level social contexts should be taken into account in order to understand juvenile delinquency.

**[482]
Relocation Effects on Adolescent Dependents of RAAF Personnel**

J. CRACK¹, R. SMITH¹, R. COSTA¹, M. CALDERON¹ AND A. FISHER¹

¹Victoria University of Technology, Melbourne, Australia

Relocation of families of military, and other employer, personnel is a relatively common event. However, it can still be a source of great stress for adolescents as they formulate their own identity and places in the world. In this research, the impact of relocation on adolescent children of Australian Airforce personnel was studied through the use of open ended questionnaires. The main themes that emerged were the difficulty of leaving friends and making new ones, the important role of siblings in providing support, and the challenges faced when entering the education systems of each state -- with a lack of support from teachers. It was noted that while the Airforce reported that there were services available, these were either not operating, or not known about by the participants.

**[483]
Exposure to Violence and Related Psychopathology in Adolescents**C. WARD¹, A. FLISHER¹, C. ZISSIS¹, M. MULLER¹ AND C. LOMBARD¹
¹University of Cape Town, Cape Town, South Africa

This study assessed the reliability of instruments that might be used for epidemiological investigations of adolescents' exposure to violence and related symptoms in the South African context; investigated prevalence of exposure and symptoms; and explored relationships between such exposure and symptoms. Self-report questionnaires were administered on two occasions to 104 students in four high schools in Cape Town, South Africa. Types of violence explored included: witnessing or being a victim of violence perpetrated by someone known to the child or in the home; and witnessing or being a victim of violence perpetrated by a stranger. The Harvard Trauma Scale, Beck Depression Inventory (Adolescent Form), and Hamilton Manifest Anxiety Scale were used to assess potentially related symptoms. Questionnaires were found to be sufficiently reliable to be used in larger studies. Rates of exposure to violence, and related symptoms, were found to be unacceptably high. Symptoms do appear to be related to exposure to violence.

**[484]
Children and Adolescents Coping with Disaster – Polish Flood of 1997**A. BOKSZCZANIN¹ AND K. KANIASY²
¹Opole University, Opole, Poland; ²Indiana University of Pennsylvania, Indiana, PA

This study investigated coping strategies of 163 Polish children and adolescents who were victims of a severe flood. Based on prior research on coping in the context of disasters, we hypothesized that coping resources serve as an intervening variable between the exposure to the stressor and consequent psychological well-being. We proposed two causal mechanisms differentially specifying the role of coping in explaining the influence of trauma experienced during the flood on symptoms of PTSD, depression and loneliness. First, we predicted that "approach coping" (i.e. problem-focused, active coping) would to an extent "counteract" or "deter" the detrimental impact of disaster trauma on children's psychological well-being. Second, we predicted that "avoidance coping" (i.e. emotion-focused, withdrawal coping) would mediate to an extent or "account for" the strong negative impact of disasters on mental health. Generally, both of these propositions are mediational hypotheses related respectively to the so-called "resource mobilization" and "resource deterioration" models discussed in stress literature. Results showed that approach coping was associated with less psychological distress, whereas avoidant coping was associated with greater psychological distress. Path analyses suggested that the psychologically beneficial potential of approach and problem-focused coping might be overwhelmed by the detrimental impact of avoidance strategies.

**[485]
Whiteness, White Australians and Reconciliation**
M. GREEN¹¹Curtin University of Technology, Perth, Western Australia

Whiteness is an ideology or worldview of normativity, privilege and dominance linked with the symbol of White skin. Many have argued that we need to problematise Whiteness as part of the process of improving race relations. Australia has been involved in a reconciliation process, for almost ten years, aiming to achieve: "A united Australia which respects this land of ours, values the Aboriginal and Torres Strait Islander heritage, and provides justice and equity for all." (Council for Aboriginal Reconciliation, 1997, p.3). This research looks at how Whiteness operates in the context of reconciliation between Indigenous and non-Indigenous Australians. Eighteen White Australians supportive of reconciliation, have been interviewed in-depth about their experiences of reconciliation. The data was analysed for themes using discourse analytic techniques. Different discourses were identified that arguably signify what Whiteness means in Australia. These discourses and how people integrated and employed the concepts of Whiteness in their discussions of reconciliation will be presented. The implications of the different discourses of normativity, dominance and privilege for the process of reconciliation will be explored. The results of the research raise questions about successful reconciliation

and how discourses might be transformed to meet goals of justice, respect and equity.

**[486]
The Communication of Natural Helping**C. BARKER¹ AND N. PISTRANG¹
¹University College London, London, England

Our research group at University College London has conducted a number of studies on natural or informal helping, examining how people in naturalistic settings communicate when they are trying to help someone else, and how successful (or otherwise) their efforts are. Our approach focuses on people who are undergoing a stressor, such as a serious illness. We then ask each participant to have a short conversation with a friend or family member (e.g., their spouse, or someone suffering from a similar problem), who acts as a "helper". The interaction is recorded on audiotape for subsequent qualitative and quantitative analysis, often using the tape-assisted recall method. The present paper summarizes the emerging findings from a number of recent studies and addresses some of the strengths and limitations of informal helping. The main strengths are that informal helpers often have a clear understanding of the problem, and the feeling of mutuality is often an important component of helping. On the other hand, informal helpers may often be over-involved in the problem, which may impede their ability to empathize. The paper concludes with suggestions for how community psychologists might incorporate informal helping and mutual support processes into their work.

**[487]
Invisible Carers**P. MCLEAN¹ AND M. KOSTANSKI¹¹Victoria University of Technology, Melbourne, Victoria, Australia

Research indicates that there is little information regarding how the potential death of a cardiac patient impacts on the surviving partner. The literature suggests many of these partners are women. They are given little or no option of caring, the presumption being that they will take on this role willingly. From this perspective women (to age 60 years) whose partners had recently had a cardiac event were interviewed to explore the impact of this experience and how they adjusted to their role of carer. Results suggest that initially these women automatically disregard their needs to concentrate on their partners. Through this automatic caring, these women become virtually 'invisible'. It seems that the shock and trauma of their partner's cardiac event had impacted on them quite severely and had only begun to unravel after an extended period of post event rehabilitation (i.e., three months). The psychological burden on these women would suggest that a form of post-traumatic counselling in the first six months post cardiac event would help to alleviate the shock and distress experienced. Moreover, the findings of this study indicate further research is required to assess the long-term impact of this 'invisibility' on these women.

**[488]
Psychological Sense of Community Among Young Women in Custody**T. REDMAN¹ AND A. FISHER¹¹Victoria University of Technology, Melbourne, Victoria, Australia

For young women in custodial settings, there are questions about the extent to which they have connections in the outside world, or whether the setting itself provides a sense of identity and belonging which impacts on recidivism rates. In-depth interviews with women (16-21 years) in a youth detention centre indicated that most of the residents have a history of extreme abuse and alienation from family, friends and local communities. Many of the young women felt more attached to the facility and people there than they did to any external community, and a number were extremely reluctant to leave. There were even examples of deliberate reoffending in order to return to custody. Participants reported that the experience of a safe, contained environment allowed them to make connections with other young women and staff in a way that they may never previously have experienced. The implications of such a sense of community and connectedness with a custodial facility, and an outline the major findings of the research and some of the recommendations that arose will be presented. The findings have

major implications for the ways in which young women offenders are prepared for life in the community after serving their sentences.

**[489]
Community Research for Social Justice in Public Policy**
D. COSTELLO¹ AND B. BISHOP¹¹Curtin University of Western Australia, Perth, Western Australia

The powerful nature of globalization raises important questions about public policy direction towards social justice. In Australia, rural communities have borne the brunt of the consequences with rapidly declining levels of social capital. For research enterprises concerned with public policy issues, it is imperative to mediate the diverse perspectives underlying such issues through balanced means. Prilleltensky's (1999) human liberation model for a "values-based psychology" fits precisely the parameters for a public psychology model. The key focus lies in striking a balance between the voices of the powerful with the voices of the oppressed and by upholding a "relational meso-perspective" for guiding and reconciling the competing needs of the collective and the individual. An eclectic methodological framework is proposed for examining the interactive multi-level multi-disciplinary concepts of civil society, social capital, sense of community, scope of justice, liminality and Newbrough's (1992) community and political theoretical framework as a complementary set of analyses. Prilleltensky's (1999) "meso-level relational" approach is adopted as the crucial linking mechanism for a more holistic examination of community emancipation and for advocating the social justice needs of those most vulnerable.

**[490]
Urban Women Practicing for Democratization & Social Change**
U. BOEHM¹¹University of Vienna, Vienna, Austria

Theories on urbanization and individualisation see traditional boundaries breaking, which forces individuals to build up new social structures. There quality also depends on the individual socio-economic status. Women are in an ambivalent position here. They have a high competence in social networking, and a lack of economic capital at the same time. So I asked for the (future) possibilities for participation of women in society, which social practices they develop to cope with these changes and also are influencing them, and for the potential for democratization and community action. I interviewed women living in Vienna City and found four major parts important: 1) Organizing everyday life 2) Networking for social support 3) Living in urban space 4) To have a „piece of one's own life“. In organizing there everyday life women are confronted with a process of permanent planning adjustment. They have to switch between different subjects and places, and at the same time have to be flexible for short time changes. These processes don't even let them a „piece“ of one's own life. Therefore they develop different kinds of networks for social support to open up a field of action to them between „autonomy“ and „community“. As base of their practices the women rely upon views and opinions, which can be seen as important potentials for democratization and sustainable urban development.

**[491]
Determinants of Community and Political Involvement of Youth**S. PANCER¹, B. HUNSBERGER¹ AND M. PRATT¹¹Wilfrid Laurier University, Waterloo, Ontario

The engagement of youth in community life is a topic of considerable importance in an age in which youth are said to be increasingly disaffected. There is growing evidence that youth who do community service show little disaffection, and instead experience significant benefits. However, while a substantial proportion of youth participate in such activities, the majority do not. Why is it that some youth are involved and others not? To help answer this question, we administered a measure of youth engagement to a sample of youth at two points in time, in 1997 when the youth were in their last years of high school, and in 1999, when they had completed high school and gone on to work or further schooling. Cluster analysis of the engagement scores was used to identify youth activists and uninvolved youth. A subsample of youth in each cluster took part in a face-to-face interview. In

this poster presentation, we discuss some of the key factors that distinguish youth activists from uninvolved youth.

**[492]
Factors Associated with Collaboration among Community Resources**N. CORMIER¹, C. BOUCHARD¹ AND N. BASTIEN¹
¹University of Quebec in Montreal, Montreal, Quebec

1,2,3 GO! of Montreal is a comprehensive community-driven initiative directed at improving the daily life environments of young children. Collaboration among resources is one of its guiding principles. The objective of the present survey is to identify the actual relationships between the perceived degree of collaboration among local resources and a) the nature of motivation driving these resources to collaborate as foreshadowed by the survey participants, b) the type of leadership they identify in their community and c) the presence of a common vision in their community. The survey has been conducted with 167 participants working in local services for 0 to 5 years old children and their families in 12 communities of Montreal. Measurement of levels of collaboration has been completed with the Montreal Collaboration Scale, it evaluates the perceived climate of collaboration among the community resources and the intensity of various type of collaboration. Results indicate that those actors identifying more intrinsic motivation to collaborate perceive higher cooperation ($P<.002$), higher coordination ($p<.002$) and a better climate among community resources. Similarly, the recognition of a shared vision among community actors is linked to higher scores in perceived level of cooperation ($p<.0001$), of coordination ($p<.003$) and to a more agreeable collaboration climate ($p<.0001$). Recognition of a strong and shared leadership is also linked to seemingly higher scores on the Collaboration Scale.

**[493]
Leadership Styles and Community Coalitions Effectiveness**
J. RISLER¹, C. BOUCHARD¹ AND N. BASTIEN¹¹University of Quebec in Montreal, Montreal, Quebec

Community coalitions are recognized for their importance in addressing variety of social problems. The literature suggests that an appropriate organizational structure (including leadership style) is crucial for the implementation and the long range success of the coalition. The purpose of this study was to examine the relationship between the leadership style of coalitions and several indicators of the coalitions effectiveness. A self-administered questionnaire was completed by 85 members from 6 local coalitions working for the promotion of the well-being of 0 to 3 children (1,2,3 GO!). Analyses identified different leadership styles and dimensions related to the inner structure of the coalition (process, cohesion & clarity of roles) and to the mission of the coalition (effectiveness, success & evaluation of needs and resources). Internal validity analyses indicate a high internal consistency for all the dimensions (mean alpha=0.82). Results suggest that a strong central leader sharing the work with other leaders seems to be the more effective type of leadership. It is significantly associated with all inner structure and mission oriented dimensions of coalition effectiveness. More analyses will be completed on the relationship between the leadership style and member's satisfaction and perception about the global success of their coalition.

**[494]
Sense of Neighbourhood and Community for Young People**
L. O'GRADY¹, J. WAINWRIGHT¹ AND A. FISHER¹¹Victoria University of Technology, Melbourne, Victoria, Australia

Using the Psychological Sense of Community model, the impact of neighbourhoods on young people, and the extent to which young people feel included or excluded were explored. Forty-three participants (33 females and 10 males) in Year 10 at Catholic high schools were involved. Qualitative and quantitative methods were used in order to gather a comprehensive understanding of what neighbourhood means to young people. The findings supported earlier research suggesting that length of residency and the number of neighbours one knew by name impacted on the level of perceived support young people felt in their neighbourhood. The data also revealed that safety was a considerable concern. This may be due to the age of the participants, but is worthy of further research in order to

understand the impact of safety needs in young people and how it relates to the development of psychological sense of community. The research also found that the participants valued their relationships with neighbours and were concerned about the way older people perceive them. The role that neighbourhood plays in one's identity was found to be an important feature not recognised in prior research

[495]

Australian Aboriginal Concepts of CommunityP. DUDGEON¹, J. MALLARD², D. OXENHAM² AND J. FIELDER²¹Curtin University of Technology, Perth, Western Australia ; ²Curtin University, Bentley, Western Australia

This paper explores what the term 'Aboriginal community' means for Aboriginal people. The concept is seen as one that was imposed on Aboriginal people, but over time has come to signify a valuable aspect of social life and self-perception for Aboriginal people. This paper also overviews the imposition of the term 'community' upon Indigenous people as a form of control and oppression. Constructions of community are investigated from both the literature and Indigenous perceptions of this process. Insights from Indigenous people are presented articulating how they form communities. It is proposed that Indigenous perceptions of community have two facets: physical groupings/kinship and psychological belonging to particular group(s). For some, the concept may hold a political dimension - a vision of the entire group working against oppression and towards self-determination. Perceptions of community are derived from where the Indigenous person is situated and from movements across groups, resulting in multiple and diverse community affiliations. Community is ultimately a broad and fluid concept shared by Indigenous people and those who work in the domain. Overall, despite the imposition of this term, Indigenous communities have 'made' themselves.

[496]

National and Cultural Identity of First Year University StudentsR. GONZALEZ¹ AND A. FISHER²¹Victoria University of Technology, Melbourne, Victoria, Australia

At the beginning of the new millennium, the issues of cultural and national identity will be of prime importance in the social sciences. All around the world nationalist groups are rallying supporters under the banner of a return to racial purity and nationhood. This study aimed to identify the major attitudes, symbols and characteristics that determine a community's sense of cultural and national identity. The rationale behind sense of psychological community and ethnocentrism (in-group and out-groups) studies was applied to the study of national and cultural identity. First year university students from Victoria University of Technology completed a survey with items that focused on sense of cultural identity, nationalist views, ethnocentrism, and right wing authoritarianism. The study identified ethnocentrism (anti-Asian Immigration) and religion as the major predictors of the students' sense of cultural identity. This study also highlighted that an individual's identification with a cultural group relies largely on the construction of an 'other', this was illustrated through strong ethnocentric attitudes towards Aborigines and Asian migrants. As predicted there was also strong correlations between sense of psychological community, nationalist views and ethnocentrism.

[497]

Predicting Quality of Life for People with Chronic Mental IllnessS. PRAGNARATNE¹ AND A. FISHER¹¹Victoria University of Technology, Melbourne, Victoria, Australia

As with much of the western world, Victoria is following the practices of deinstitutionalisation and community placement of people with long term mental illness. Community care units (CCU) operate within the major hospitals to prepare people for community residential placements. As a part of the assessment procedures, living skills have often been assessed using the Multnomah Community Ability Scale (MCAS). However, questions have been raised regarding the extent to which this scale focuses on rehabilitation or patient management. The current study has compared MCAS to a sense of community scale to determine the prediction of quality

of life. It was found that there was no significant correlations between MCAS and SOC scales, and only between the total SOC score and the total quality of life score. These findings were supported by a multiple regression. Interesting negative correlations were found between age and both SOC and QOL, interpreted as representing the impact of longer term hospitalisation on this sample. The key finding was that the MCAS appeared serve an institutional management function, not a clear rehabilitative function when focusing on improved quality of life outcomes for this group.

[498]

Young People's Attitudes to Ethnic Groups Other Than Their OwnR. GARCIA¹ AND A. FISHER¹¹Victoria University of Technology, Melbourne, Victoria, Australia

To examine the ways in which people relate to ethnic groups other than their own, this study used social cognition and social identity principles in comparing members of a variety of ethnic groups. The research examined in-group out-group conceptualisations, as well as attitudes to issues such as immigration, ethnicity and reported behavioural outcomes of the respondents. Among the findings were strong in-group preferences -- with 155 positive features attributed to own group, compared to 18 negative. When looking at the least liked ethnic group only six positive features were noted, compared to 206 negative statements. Immigration questions indicated a strong preference for European immigrants versus those from Asia, Africa or the Middle East. Interestingly, respondents reported a significantly higher score for marrying someone from another ethnic group, compared to having one as a friend or sharing a house. The results demonstrate the ongoing use of in-group and out-group stereotypes in the everyday life, regardless of the experience of social diversity.

[499]

"Shared Action"R. JAMIESON¹¹LaTrobe University, Bendigo, Victoria, Australia

"Shared Action" is a community development program focussed on a public housing estate in the provincial city of Bendigo. Initially the program was funded for three years by the Ian Potter Foundation and run by St Luke's Anglicare, a welfare agency. Recently governments have continued the funding of the project for a further two years suggesting that some of the features of the program warrant emulation. The focus was initially on child safety, but a wider range of objectives are now influencing the work. In this poster we describe the evaluation of the initial phase of the project, examine the results obtained and presented in the evaluation report. The events surrounding the transition to the second phase of the project are then described and the outline of the proposed evaluation of this phase is presented. The evaluators have attempted to integrate both qualitative and quantitative information in the depiction of outcomes of the program, and have developed the methodology to enable the second phase of the project to be analysed. It was possible to detect a number of positive changes in the community as a result of the first phase although it was difficult to see these findings reflected in data relevant to the issue of child safety. The second phase provides the opportunity to develop the database to examine some of the issues relating to community development in more depth.

[500]

Construction of Identity Amongst 'Coloured' South African Women in AustraliaR. LEWIS¹¹Edith Cowan University, Perth, Western Australia

A wealth of literature explicates the implications of colonization and oppression for identity development and wellbeing of minority groups. Focusing predominately on the experiences of Black women in the U.S and Britain, Black feminist scholars have spoken of interlocking systems of oppression where race, gender and class are used as structures of domination and exclusion. Less literature attends specifically to the issues of identity development and the intersections race, ethnicity and gender for migrant women of colour in Western Australia. The project is exploring the historical discourses and other contextual resources 'Coloured' South African women draw on in constructing their identities through the

dimensions of race, ethnicity and gender in the political and social context of Western Australia. Investigating the experiences of this migrant group of mixed ancestry provides an opportunity to explore the changes and restructuring of identity following relocation from an oppressive and disempowering context. Through involvement in this research participants may benefit by a growth in self-awareness of the social conditions of their existence and formation and the sources of their various identities. This project endeavours to make a meaningful contribution to research and theory on people of mixed ancestry regarding identity changes and restructuring following migration.

[501]

Evaluating Community Interventions Using Inter-Organisational Network AnalysisP. HAWE¹, T. RILEY² AND E. SHIEL³¹University of Calgary, Calgary, Alberta ; ²LaTrobe University, Melbourne, Victoria ; ³University of Sydney, Sydney, Australia

Community interventions may influence the extent of collaborative problem solving that happens across agencies and organizations in a community. Prior collaboration among organisations may also predict the uptake and sustainability of new interventions introduced into communities. We report here a study of the impact of a primary care and community development intervention, PRISM (Program of Resources, Information and Support to Mothers) on agency collaboration patterns using inter-organisational network analytic techniques. The primary focus of PRISM is the prevention of post natal depression among mothers of new babies. The study is a 16 community cluster randomized controlled trial which commenced in 1998. Network density and centrality measures in the baseline survey have allowed us to contrast the differences between metropolitan and rural communities in the sample. Results have also been able to confirm the extent to which key partners in the intervention (local government, maternal and child health services and family physician organisations) are "centred" within their communities and the varying degrees of influence they have. This is the first use of these methods within a community-based intervention trial. Alongside narrative methods, network techniques are helping us build a picture of how interventions interact with local contexts to produce health outcomes.

[502]

Sense of Community, Well-Being & Health StatusP. WARD¹ AND R. JAMIESON¹¹LaTrobe University, Bendigo, Victoria, Australia

After reviewing the literature on Sense of Community (SOC) a survey instrument based on four core concepts, Embedded (vs Isolated), Influential (vs Powerless), Resourced (vs Impoverished) and Person/Environment Relationship was developed. In order to validate the instrument a survey of residents in neighbourhoods based on two census collector districts (CD) chosen for their contrasting socioeconomic profile was conducted. The results of this survey indicate a reliability estimate for the total SOC scale of 0.85 (Cronbach's Alpha). A principal components analysis using an eigenvalue of 1.0 as the criterion for retention, revealed four factors which account for 58% of the variance. The data from the two CDs clearly differed with respect to survey return rate, age profile, income, employment, home ownership and number of single parent households. Significant correlations between SOC and Well-Being and SOC and self rated health status were found. Significant differences between CDs were found for SOC ($p < 0.01$) and the sub-scales Embeddedness ($p = 0.001$), Resourced ($p = 0.013$), and Person/Environment Relationship ($p = 0.000$). Some modifications to the scale are suggested by the results but the data suggest we have the basis for a useful survey instrument for studies of residential neighbourhoods.

[503]

Assessing Academic Competence and the Well-being of Aboriginal Students in B.C.K. VAN DER WOERD¹ AND D. COX²¹Vancouver, British Columbia ; ²Simon Fraser University, Burnaby, British Columbia

Research evidence indicates that a variety of factors are consistently associated with positive development for youth, including good physical

health, support from family and friends, and a sense of social and academic competence. Analysis of the 1998 British Columbia Adolescent Health Survey (AHS) data indicates that compared to Non-Aboriginal students, Aboriginal students have similar levels of self-rated physical health, connection with school and family, involvement in volunteer and extra-curricular activities, and similar expectations for pursuing post-secondary education. Furthermore, 80% of Aboriginal students consider themselves "average" or "above average" in school performance. These findings are paradoxical given that Aboriginal youth continue to leave school at a younger age than Non-Aboriginal students, and at significantly greater percentages. Although Aboriginal and Non-Aboriginal students are similar over many variables, their involvement in behaviors such as substance use, suicidal tendencies, and fighting, are consistently higher than Non-Aboriginal students. Factors such as engagement in risky behaviors, substance use, and emotional distress have been determined to contribute to, and result from, early departure from school. Further research comparing Aboriginal youth in school to Aboriginal youth who have dropped out of school is needed to determine which risk and protective factors are associated with continued attendance in school.

SAT 7:30PM

Egyptian Ballroom, Fox Theatre
660 Peachtree Street NE

*Society Banquet**Music provided by Full Moon Trio.*

SUNDAY JUNE 10

7:30 – 9:00AM Student Center Reception Hall
Continental Breakfast

SUN 7:45-8:45AM Sinclair

Racial and Cultural Affairs Committee Breakfast Meeting
Fabricio Balcazar, chair

SUN 7:45-8:45AM Capital

Jim Dalton's Focus Group and Breakfast

Dalton and Wandersman, authors of the 2001 textbook, *Community Psychology: Linking Individuals and Communities* (Wadsworth Thomson Learning), invite your comments and ideas on the uses of the textbook at graduate and undergraduate levels. They are especially interested in suggestions for improvement or extension and in how you are using the text in your courses.

SUN 9:00-10:00AM Senate

[520] Using Social Norms to Prevent High-Risk Drinking by College Students

C. CROSBY-CURRIE¹, S. GODIN² AND S. DAKIN¹
¹St. Lawrence University, Canton, NY; ²East Stroudsburg University, East Stroudsburg, PA

The problem of high-risk alcohol use by college students has recently gained the attention of the national media attention as well as college and university presidents. In addition, the apparent success of the social norms approach has provided a theory-based, evaluated strategy for preventing this dangerous behavior. This symposium will first review the theory and research which provides the foundation for the social norms approach. Despite the strong theoretical and research base for this intervention, its adoption on a particular campus poses many challenges. The implementation experiences of two rural universities currently using a social norms approach will be discussed, considering both the current successes and failures of their program adoption.

[521] The Social Norms Approach to Prevent High-Risk Drinking

S. DAKIN¹, C. CROSBY-CURRIE¹ AND S. GODIN²
¹St. Lawrence University, Canton, NY; ²East Stroudsburg University, East Stroudsburg, PA

Research has shown that undergraduates tend to overestimate how much and how frequently their fellow students drink. They also believe that others are much more comfortable than they are with the risky alcohol atmosphere on their campuses. The social norms approach provides a theory-based strategy for correcting these misperceptions and thereby reducing high-risk alcohol behavior. The ultimate goal of the approach is to change the campus social norms for alcohol behavior and the campus culture as a whole. The misperceptions stem in part from pluralistic ignorance-the incorrect belief that one's private attitudes and beliefs are different from those of similar others. Past research has demonstrated that when someone believes that their attitudes and behaviors are different from the norm, over time they move their attitudes and behaviors closer to the misperceived norm. The Norm Focus Theory postulates that specific injunctive or descriptive social norms are only influential if they are salient. Thus, a prevention strategy that focuses students on the norms and behavior we wish

to encourage-responsible drinking-can help to correct the misperceptions and decrease high-risk drinking.

[522] Using Key Opinion Leaders to Reduce Perceived Drinking Norms

S. GODIN¹ AND J. DEL GIORNO¹
¹East Stroudsburg University, East Stroudsburg, PA

A needs assessment, to develop intervention priorities for a community-university coalition, indicated that our male students consumed alcohol at twice the national average whereas our female students were similar to the national average. However, almost one-third of the males and one-half of the female students reported drinking only one drink or fewer per week. In addition, students' perceived norms for their classmates alcohol usage were clearly inaccurate overestimates. Given these results, the coalition developed a prevention campaign with the mission of reducing high-risk drinking and associated behaviors. Popular, well-known women on campus--"key opinion leaders" (KOL)--functioned as "pitch-people" promoting the message that men who drink excessively or irresponsibly are unattractive and undesirable, and men who don't drink or drink in moderation are more sexy and respectable. This social marketing campaign includes posters, newspaper health minutes, PSAs, and factual information on lab computer wallpaper. This presentation will describe the trials and tribulations of this program implementation including the various resignations of coalition members with an "abstinence-based" ideology, difficulties of involving the local community, and the importance of key leadership including the coalition chair. A harm reduction model will be used to conceptualize our interventions, while a stages of change model will be proposed as the foundation of our evaluation and outcome research.

[523] Adoption of a Social Norms Strategy at a Rural University

C. CROSBY-CURRIE¹ AND S. DAKIN¹
¹St. Lawrence University, Canton, NY

What do you do when the norms for binge drinking are significantly higher on your campus than the national average, and your student population is only slightly misperceiving the norm? How do you cope with a student population that is resistance to giving up their reputation as a party school, especially when those who are most resistant are the abstainers and responsible drinkers? These are some of the challenges we have faced, on our small, rural campus of 2,000 students, in our implementation of a social norms prevention strategy. While our prevention efforts have been met with some set-backs and failures, we have also experienced success by adjusting the program while retaining the essence. One strategy has been to increase the sensitivity of our measure of high-risk drinking, as well as to turn our attention to norms regarding responsible drinking behavior, such as the use of designated drivers. We have also capitalized on the intimacy of our small school by intervening through gatekeepers, for example during a training for all students who serve as residential assistants. As a result, these students have begun to gain ownership of the intervention and are requesting more rather than less involvement in its implementation.

SUN 9:00-10:00AM House

[504] Employment in Community Psychology

C. O'DONNELL¹, D. PERKINS², B. WILCOX³ AND D. JULIAN⁴
¹University of Hawaii, Honolulu, HI; ²Vanderbilt University, Nashville, TN; ³University of Nebraska, Lincoln, NE; ⁴United Way, Columbus, OH

This roundtable will focus on the diversity of employment opportunities in community psychology. The emphasis will be on interdisciplinary, public policy, and human service delivery positions. Preparation for these positions, methods to seek employment, and the application of community psychology principles in these positions will be discussed. Discussion, comments, and questions from members of the audience will be encouraged.

SUN 9:00-10:00AM Court

[506] Community Psychology and the Law in Academia

N. REPPUCCI¹, E. MULVEY², J. WOOLARD³ AND R. ROESCH⁴
¹University of Virginia, Charlottesville, VA; ²University of Pittsburgh, Pittsburgh, PA; ³University of Florida, Gainesville, FL; ⁴Simon Fraser University, Burnaby, British Columbia

Community psychology, since its founding, has emphasized context, person/environment fit, an ecological perspective, prevention and involvement with societal problems and institutions. Surprisingly, it has seldom focused on the law; yet, the law codifies what is and is not acceptable about human behavior in societal context. Although Ronald Roesch, a community psychologist, delivered his Presidential Address to the American Psychology/Law Society on "Contributions of Community Psychology to the Law," no comparable statement exists in any community journal. Four community psychologists, each active in research and action at the law/psychology interface and each in a different sort of academic setting, discuss how they have integrated community and legal perspectives into their own research and teaching. Special note is made of the difficulties and challenges associated with their respective settings.

SUN 9:00-10:00AM Sinclair

[507] Strategies for Community Development

C. COURTENAY-QUIRK¹
¹Georgia State University, Atlanta, GA

In recent years, a variety of strategies have been developed to foster community development in low-income neighborhoods. At the individual level, some strategies have included promoting community organization to empower residents to organize and advocate for themselves, and fostering homeownership to increase residents' economic self-sufficiency as well as overall neighborhood stability. Community economic development is yet another approach, involving a multi-faceted strategy for assisting distressed communities in raising their capacity to create wealth and economic growth. Findings from each of these approaches will be discussed.

[508] Using Technology to Promote Grass-Root Development

Y. SUAREZ-BALCAZAR¹ AND L. KINNEY¹
¹Loyola University Chicago, Chicago, IL

Research data suggest that Blacks are falling behind in the use of technology such as computers and WebTVs. In an effort to address the digital divide a community initiative was implemented in a predominately Black economically depressed community. The intervention consisted of providing access to technology in private homes and public sites, training, technical assistance, and a support network. One goal of the evaluation component included documenting the use of WebTV for grass-root development among residents. To examine impact researchers have conducted ongoing interviews with trained residents every three weeks and recorded stories, uses of WebTV, types of searches conducted, and uses of the information obtained. In addition, researchers have also content analyzed emails exchanged among residents through the network. The results suggest that access to WebTV has facilitated the communication among residents, grass-root organizing, and resident's response to critical community incidences. In addition, residents have addressed their right to organize around community issues, to promote voting in the national election, and their right for a fair coverage by the media. The presenters will discuss the importance of addressing the digital divide and the use of technology as a powerful tool for community development and community change.

[509]

Preliminary Results from the Atlanta IDA Program

C. COURTENAY-QUIRK¹, N. KEISER², Y. HUGHLEY³, K. BROOMFIELD¹ AND J. EMSHOFF¹

¹Georgia State University, Atlanta, GA; ²United Way of Metropolitan Atlanta, Atlanta, GA; ³Rynoldstown Revitalization Corp., Atlanta, GA
Individual Development Accounts (IDAs) are dedicated savings accounts that are created to foster economic self-sufficiency among the working poor. The accounts can be established to fund one of three goals: homeownership, small business development, or job training or education. The accounts are held at local financial institutions and managed by community organizations. Participant contributions are matched using both private and public funds. In addition, all participants receive economic literacy training that helps them to clean up their credit, establish a budget and savings schedule, and manage their money over the long term. In Atlanta, the pilot program for homeownership added a program goal of fostering community development, by targeting participants' home purchases in identified neighborhoods within the metropolitan Atlanta area. Community Development Corporations in each neighborhood function as the Atlanta IDA program's community partners, by promoting and managing implementation of the program. The authors will present an overview of the program that has been sponsored by the United Way of Metropolitan Atlanta, preliminary evaluation results, and lessons learned from implementation from one community partners' perspective.

[510]

Building Wealth in Poverty: Research Findings on IDA Implementation in the U.S.

M. LEWIS¹ AND S. COCCIARELLI²

¹Michigan State University, East Lansing, MI

The authors will present findings from their 1999 research on Individual Development Account (IDA) programs in 23 Community Development Credit Unions in 16 states, as well as the 2000-2002 implementation of those findings in Michigan. The 1999 research served as the basis for the statewide initiative in Michigan community development and low income designated credit unions; both the research and the Michigan initiative will be discussed. This work presumes, but does not test, the relationship between an individual's financial impoverishment and his/her physical and mental well-being, and that the geographic concentration of persons experiencing financial impoverishment compromises community physical and mental well-being. As result of this research and its reframing of IDAs as more than a financial product for credit unions, but instead as an opportunity for fulfilling their community development mission for low-income areas and populations, this research lays the groundwork for focused impact assessment which will ask: How do "community capital" strategies that build upon and mobilize financial and other assets of the financially disenfranchised impact the personal and overall community long-term well-being?

[511]

Challenges for Community Economic Development in the Empowerment Zone Initiative

H. NEMO¹

¹University of Pennsylvania, Philadelphia, PA

Community economic development (CED) is a strategy for assisting distressed communities raise their living standards. These localities face multiple obstacles for generating job opportunities, capital supply, and business growth that are essential in order for residents to meet their basic needs as well as develop all their potentials. CED practitioners in both developed and developing countries have been learning how to build community capacity to enhance economic growth and wealth creation. Recognizing the importance of a multi-faceted approach, they utilize economic strategies that complement and reinforce efforts to achieve human and social capital development, community empowerment, and social integration. In 1994, the Federal government launched the Empowerment Zone (EZ) initiative, a major community development program designed to revitalize impoverished communities in both rural and urban areas. The program attempts to empower these communities through a process of social and economic development, incorporating many aspects of the CED model. This presentation will examine the Philadelphia EZ program in order to

understand its effectiveness in promoting community empowerment and economic progress. By comparing this Federal initiative with the CED approach, it will elucidate the programmatic challenges facing government authorities, local institutions, businesses and community residents who are engaged in local economic development.

SUN 9:00-10:00AM Lanier

[512] Overview of the AAYP's School and Community Intervention B. FLAY¹

¹University of Illinois at Chicago, Chicago, IL

This overview will discuss the intervention components and research design for the Aban Aya Youth Project: a comprehensive risk reduction intervention that focuses on the prevention of violence, unsafe sexual behaviors, and substance use among inner city and suburban African American adolescents. Particular emphasis will be placed on describing the School/Community condition of this intervention that includes (a) a social development curriculum, (b) a parent program that reinforced the curriculum skills, (c) a school staff program that integrates intervention philosophy and skills into its environment, and (d) a community program that forges linkages among parents, schools, and agency resources. Specifically, this first presentation will describe how the activities comprising the School/Community condition provided a more "intensive" intervention design, hypothesized to more greatly impact various child, parent, and community outcomes. This overview will set the stage for subsequent presentations presenting child and parent data that highlight decreases in adolescent risk behavior and increases in parental empowerment, respectively.

[513] Tracking Community Process in the Aban Aya Youth Project C. Izzo¹

¹Cornell University, Ithaca, NY

This presentation summarizes the process evaluation that was conducted during the 97-98 year of the Aban Aya Youth Project. We summarize the process by which the school-community (S/C) intervention operated, and describes the specific community activities conducted. Finally, we present an activity monitoring system to record information about each activity (nature of activity, planning & implementation, participant characteristics, etc.) and we provide summary statistics, summarized within communities and across communities, that help to answer the following questions: Were activities conducted that were designed to influence people across a range of relevant life domains (individual, peer, family, school, community, society)? To what extent were there activities aimed at adults vs. students. Aimed at fostering interaction between students and adults? To what extent were program efforts devoted to activities that were recreation vs. educating students and parents vs. strengthening the LSTF organizations? To what extent did the LSTFs plan and implement activities independently of AAYP staff and resources? To what extent did program activities reach students and parents from the original cohort? Given the nature of the activities, and the proportion of families reached from the original-cohort, what types of effects would we expect to see among AAYP students and parents?

[514] Student Results of AAYP B. FLAY¹

¹University of Illinois at Chicago, Chicago, IL

The study design was a randomized experiment where twelve schools were assigned (after stratification) to receive one of the three interventions. Stratification was based on a school-level risk score that included variables like percent low income and mobility. Only schools with more than 90% African American students, and with less than 50% mobility were included. Reported results are after four years of intervention. Students were pretested at the beginning of grade 5 and post-tested at the end of grades 5-8. As expected given mobility rates, about 45% of the initial cohort were still present by the end of grade 8. We surveyed all students in the same grade at

each wave (90-95% response rate) so that the number of students surveyed at each wave is about the same (750-800). Data were analyzed using Proc Mixed in SAS, allowing for school and student demographic covariates, and plotting growth curves for the three conditions by gender. Significant effects were observed for violence and substance use, and several of their mediators. Many of the violence effects occurred only for males, with the SC conditions sometimes demonstrating stronger effects. Significant results on sexual behavior and mediators are more sparse.

[515] Measures of Parental Empowerment Associated with the Aban Aya Youth Project D. TANDON¹

¹Johns Hopkins University, Baltimore, MD

The School/Community (S/C) condition of the Aban Aya Youth Project (AAYP) impacted parents in each of its five target communities. Over the course of this intervention, parents became involved in multiple school and community-based activities, many of which were organized by Local School Task Forces (LSTF's)—organizations established in each community to involve parents in establishing linkages among parents, schools, and community agencies. This presentation discusses three sets of outcomes that illustrate the AAYP's success in promoting parental connection to, and involvement in, their communities. First, parents involved in LSTF's became (a) better able to organize, and participate in, community events related to adolescent risk behavior and (b) more knowledgeable about individuals and organizations that could facilitate their efforts to reduce adolescent risk behavior. Second, parents of AAYP students felt more connected to their communities over the course of the intervention, as measured by six items on an annual parent survey. Third, this parent survey illustrated parents' increased feelings of influence in their neighborhood during their child's involvement in the AAYP. It is posited that these commonly referenced indicators of parental empowerment may be correlated with the reductions in adolescent risk behavior presented in one of this symposium's associated presentations.

SUN 9:00-10:00AM Lucerne

[516] Contributions of Mutual Help to Recovery B. KLOOS¹

¹Yale University, New Haven, CT

Three studies examine how mutual help world views contribute to understandings of recovery, and participation in activities persons identify as recovery. While all papers report work with persons engaged in mutual help groups, the contexts vary -- U.S./Israel, formal rehabilitation setting/ self-help group, recovery from psychiatric disabilities/recovery from substance abuse. All studies use qualitative methods to understand subjective experience and meaning-making of persons striving for recovery. Despite differences in context and disability, the similarities in findings suggest that a mutual help world view and practices can make transformative contributions that enrich and facilitate recovery.

[517] Meaning-making and Recovery in the Context of Residential Treatment Settings B. KLOOS¹

¹Yale University, New Haven, CT

Treatment settings, like other behavior settings, can be understood as providing meaning-making resources for their residents through their ideology, sanctioned activities and structured relationships. During periods of increased vulnerability, settings may have a particularly critical influence on how people construct personal meaning and make sense of their life experiences. For persons with histories of persistent mental illness, settings provide contexts that can nurture or limit residents' understandings of recovery and profoundly shape the activities that persons identify as recovery. Using qualitative and quantitative methods over 7 months, this study compares and contrasts how setting-level factors can influence meaning-making in two settings devoted to rehabilitation for persons with

psychiatric disabilities -- one emphasizing mutual help and the other focused on professional care. The study examines the social ecology of each setting with naturalistic observation, analyses of setting literature, standard measures of setting assessment, and interviews with residents and staff. Although residents came to each setting with similar experiences, analyses of their meaning-making are consistent with setting differences in world view, expectations, social roles, and narrative explanations of recovery. The significance of mutual help setting's greater number and variety of meaning-making resources is considered for persons engaged in a process of recovery.

[518] Understanding Recovery from Schizophrenia in a Mutual Help Organization K. WEAVER RANDALL¹, D. SALEM¹ AND T. REISCHL²

¹Michigan State University, East Lansing, MI; ²University of Michigan, Ann Arbor, MI

Mutual help groups provide a context in which to understand the process of recovery from the perspective of those experiencing it. The telling and retelling of stories and sharing or experiential knowledge are two characteristics of mutual help that allow members to create their own understanding and experience of recovery. In-depth, qualitative interviews were conducted with 46 participants of Schizophrenics Anonymous (SA). Cross and within case analyses were conducted to understand how participants in SA experience and describe recovery and how participation in SA influences this experience. The process of recovery consists of four phases (Grief and Mourning, Recognition and Awakening, Redefinition and Transformation, and Enhanced Well Being and Quality of Life). Links between the process of recovery and participation in SA will be discussed.

[519] World View Transformations of Narcotics Anonymous Members in Israel K. HUMPHREYS¹ AND N. RONEL²

¹Stanford University, Menlo Park, CA; ²Tel Aviv University, Tel Aviv, Israel

The 12-Step mutual help organization Narcotics Anonymous (NA) has spread from the United States to a number of other societies, including Israel. In order to shed light on how substance-dependent Israelis adapt to a self-help program of foreign origin, this phenomenological field study describes how NA members in Israel undergo the process of "world view transformation" in for domains: Experience of self, universal order/God, relationships with others, and problem of addiction. NA members in Israel experienced changes in philosophy and values which were similar to those documented in studies of addiction-related 12 Step self-help groups in the U.S. Methodological and substantive explanations for the apparent cross-cultural similarity of world view change in 12 Step self-help groups are offered, and future directions for this research area are proposed.

SUN 9:00-10:00AM Capital

[524] Partnering with Churches to Promote Health S. CANNING¹

¹Wheaton College, Wheaton, IL

Faith-based organizations are receiving increasing public attention as contexts for revitalization efforts in challenged neighborhoods. These institutions often enjoy high levels of credibility in the community and can increase accessibility of services with a minimum of accompanying stigma. Community psychologists and others committed to promoting community health would do well to increase our engagement in churches and faith-based institutions. In this symposium we establish the need for church-healthcare provider linkages, and present three innovative programs as models of collaboration. Church-based programs designed to prevent HIV, promote end of life care decision-making, and enhance outcomes of medical treatments will be described.

[525] Churches and Mental Health: Help Is Where You Find It M. BLANK¹

¹University of Pennsylvania, Philadelphia, PA

A telephone survey of pastors and leaders from 269 churches in the South was conducted to determine the extent to which churches were providing mental health and social services to congregations. Of primary interest was the extent to which these churches had established linkages with formal provider systems such as primary care practitioners or specialty mental health providers. Black churches reported providing many more services than did white churches regardless of urban or rural location. Also, important differences regarding the extent to which service provision and linkages with formal provider systems were found between urban and rural churches and predominantly black and white churches. The role of faith communities and linkage with mental health services is critical to our understanding of de facto mental health service delivery, particularly in the South. These results will also be discussed in terms of the centrality of the church in the African American experience and in historical context.

[526] Church-Clinic Partnerships: Enhancing Health Outcomes through Spiritual Care S. CANNING¹, K. MEESE¹, C. WATSON¹ AND B. HAWORTH¹

¹Wheaton College, Wheaton, IL

The Chaplain Enhancement Project represents a collaboration among a faith-based medical clinic in a poor urban community, churches in the neighborhood of the clinic and the psychology department of a nearby religious college. At the invitation of clinic staff, a team of psychology researchers and students conducted a needs and assets assessment of the clinic's existing chaplain program. Forty healthcare providers and support staff who interact with patients were interviewed to identify current strengths and weaknesses of the program, patterns of use, barriers to the referral process, and areas of top priority patient need. Results from this assessment were discussed with key clinic staff and six areas of patient need were selected for program development. These included interest in spiritual matters, poorly controlled chronic diseases, depression, domestic violence, addictions, and adolescent high-risk behavior. In collaboration with clinic staff, best-practice protocols in these six areas are being developed for use by lay chaplains in community churches. The process of collaboration and outcomes from the Chaplain Enhancement Project will be presented as an innovative example of how community psychologists can support the holistic healthcare objectives of faith-based medical clinics in poor neighborhoods.

[527] Partnering with Black Churches to Prevent HIV in Adolescents D. BAPTISTE¹, M. HUMPHRIES¹, S. MADISON¹, B. CHEARS¹, R. PAIKOFF¹ AND CHAMP BOARD¹

¹University of Illinois at Chicago, Chicago, IL

The black church may be an important context in which to base HIV prevention programs that target urban youth and families. However, reflecting doctrinal positions and church ideology in such work is a challenging endeavor. This paper will describe a family-based HIV prevention program developed by the Chicago HIV-Prevention and Adolescent Mental Health Project (CHAMP) for use in black evangelical churches. The paper will address the "stories" behind conducting the research, describing the process of initiating the university-church partnership, implementing the study, and evaluating its effectiveness. Important issues which have emerged in church-based HIV prevention include the potential ideological and value conflicts between university researchers and church personnel; barriers to a successful university-church partnership; negotiation of content that is suitable for churches but which retains essential elements of HIV/AIDS education; and the impact of personal religious ideology on working within a church. We will also discuss potential conflicts that arise in secular versus biblical views of sexuality, the role of the church in HIV-prevention, and the inclusion of biblical material into an HIV prevention curriculum. We hope to stimulate a dialogue within the field of community psychology, about the inclusion of churches as viable arenas for primary prevention research.

[528]

Promoting Discussion of End-of-Life Issues in Religious SettingsL. MEDVENE¹¹Wichita State University, Wichita, KS

This intervention addressed the health policy goal of increasing advance health care planning and the completion rates of Advance Directives (ADs) - e.g. living will and durable power of attorney for health care decisions. AD's are legal documents specifying the kinds of treatment we would or would not like to receive should we become severely ill and unable to speak for ourselves. Currently only about 15% of the adult population has completed an AD. The purpose of this study was to evaluate the effectiveness of a 5-month educational intervention based in religious settings. One-hundred-and-twenty-four congregants who were members of 7 local congregations participated in a 5-month educational program. Seventy-five members of four other local congregations participated in a "wait list" control condition. Thirty-seven percent of the participants in the intervention condition either signed or revised an AD, while 8% of the congregants in the control condition signed new documents. Participating congregations included Baptist, Catholic, Jewish, Lutheran, Methodist and United Church of Christ. Within the program condition, one congregation was primarily Mexican American and a second was primarily African American. Effective aspects of the program were high quality program materials and socially persuasive efforts by AD advisors.

SUN 9:00-10:00AM UL 302

[505]

Measuring Youth Engagement and Outcomes in Community-Based Arts ProgramsE. THOMAS¹, J. BERRYHILL², A. ANDERSON² AND M. DELPHIN²¹Hendrix College, Conway, AR; ²Yale University, New Haven, CT

Our work with youth in Chicago, New Haven, and Arkansas, has reinforced our belief that after school community-based programs are important settings for youth development. We have found the arts to be an effective medium for promoting positive youth engagement. However, many questions remain, especially what impact we can expect from these "low-dose" interventions. We strive to find creative and reliable ways to measure levels of engagement and outcomes for participants. Discussion facilitators will draw upon diverse experiences as artists, community partners, and psychologists to lay a groundwork for the questions such as: 1) How do we come to understand youth expectations about community-based programs in the arts? 2) What are young people's initial goals for participation, and how do their expectations change with participation in art-making activities? 3) How do we best describe patterns of engagement? 4) How do we reliably detect competencies, attitudes, and understandings of self that emerge in participation? And 5) How does the cultural relevance of art projects impact youths' understanding of and pride in their culture? The goal is for this discussion to bring into focus the following conference themes: promotion of competence; implementation and evaluation of community-based programs, and methods for conducting community research.

SUN 9:00-10:00AM UL201

[529]

Meet with the Editor of the American Journal of Community PsychologyW. DAVIDSON¹¹Michigan State University, East Lansing, MI

The American Journal of Community Psychology is the official journal of the Society for Community Research and Action (Division 27 of the American Psychological Association). The Editor will provide a progress report on the journal and answer questions from the audience about editorial policies and preferences.

SUN 9:00-10:00AM UL216

[530]

Students Make Their Case: Teaching Community PsychologyC. RAMOS¹¹University of Hawaii at Hilo, Hilo, HI

The case analysis approach is used extensively in classroom and workshop settings. As a part of a Community Psychology course in a multicultural university community, groups of students developed cases that relate to themes of cultural diversity and cultural responsiveness in various organizational settings. Each group then had the opportunity to "solve" the case developed by another group. This workshop will provide participants with a format for developing community psychology cases for students to "solve" and for guiding the development of cases by students. Case examples will be provided.

SUN 9:00-10:00AM UL217

[531]

Ethnic Minority Male Sexual Assault and Racially-Motivated Hate Crimes.K. WOODSON¹ AND C. PARKS²¹California School of Professional Psychology, Alhambra, CA; ²CSPP-LA & the School of Education of Alliant University, Los Angeles Campus, Alhambra, CA

Although some empirical attention has been paid to the experiences of male survivors of forced sexual activity, no attention has been paid to the phenomenological experiences of ethnic minority male survivors of forced sexual activity within the context of racially-motivated hate crimes. As a result of historical influences, community psychologists need to recognize that men of color may report these experiences qualitatively differently than Euro-American female survivors of interpersonal violence. Community psychologists can benefit from education and awareness of the intersections of race, gender, and sexual orientation identities which results in "multiple realities" for men of color with "multiple identities" and "multiple oppressions." The goal of this roundtable discussion is to serve as a catalyst for the provision of culturally-sensitive community interventions for this historically stigmatized, oppressed, and marginalized subgroup of men of color.

SUN 10:15-11:15AM Capital

[532]

Community/ResearchPartnerships: Collaboration, Exploitation, or Something in Between?T. GATHRIGHT¹, S. FRAZIER¹, J. ABDUL-ADIL¹, M. ATKINS¹, B. LEACHMAN¹, P. WILEY¹, D. COLEMAN¹, L. MCKINNEY¹, S. MADISON¹ AND E. CALZADA²¹University of Illinois at Chicago, Chicago, IL; ²New York University, New York, NY

Social change and empowerment represent key goals for community action researchers working in low-income African American communities. We often seek to achieve these goals by establishing collaborative relationships with community members. Are we creating genuine and mutually beneficial collaborations? Serrano-Garcia (1990) observed that "collaboration" typically denotes engaging community members in the execution of research, rather than creating opportunities for their full participation. Furthermore, we as researchers greatly benefit from these relationships, often gaining entry into traditionally underserved communities. However, there is little acknowledgement of the real impact that our collaborations have on the lives of our community partners. Given that our work often occurs within contexts laden with power inequities related to race, class, and gender, are our relationships collaborative or exploitative? This interactive roundtable session will explore the gray area between collaboration and exploitation by highlighting three community-based projects that partner with community members in different ways.

Researchers, along with their community partners, will describe the multifaceted complexities of negotiating collaborative relationships and offer guiding principals on how these partnerships can be both mutually respectful and beneficial.

SUN 10:15-11:15AM UL302

[533]

Community-Based Interventions for Refugee Children: Theory and EvaluationE. CAPPELLA¹, L. RASCO¹ AND K. MILLER²¹University of California, Berkeley, Berkeley, CA; ²San Francisco State University, San Francisco, CA

Refugee children comprise more than half of the 21.1 million refugees worldwide, and are at risk for psychological difficulties due to trauma exposure and the stresses associated with resettlement and acculturation. This paper will critique the research on refugee children's psychological health from the post-traumatic stress disorder perspective, then suggest more developmentally and ecologically valid models for research and intervention. Following this critique and reconceptualization, the paper will present existing multi-level, community-based interventions that consider refugee children's strengths and vulnerabilities, ongoing development, and the context (social, historical, and political) of their past and present circumstances. Finally, we will discuss the need for and challenges involved in designing rigorous, ecologically valid evaluations of community mental health programs for refugee children. The authors will present a model for collaborative, mixed-method, process- and outcome-oriented assessment of programs targeting refugee children's mental health within communities. This examination of past research, current perspectives, community interventions, and evaluation design will draw attention to steps needed to ensure that the human rights of refugee children are recognized and addressed.

SUN 10:15-11:30AM Sinclair

[534]

Second Order Change: Our New FrontierJ. FERRARI¹, L. JASON¹, B. OLSON¹ AND M. DAVIS¹¹DePaul University, Chicago, IL

Community psychologists advocate preventive strategies and intervention techniques that include individual, social, and ecological aspects of empowerment in what may be called "second-order change" strategies. In the current symposium, presentations focused on large-scale, community-based programs that foster second-order change in the lives of individuals will be presented. The first presentation will discuss a communal-living program for addiction recovery that focuses on a self-help model for change. The second presentation will outline a collaborative model between judges, lawyers, university personnel, and families to resolve divorce and/or child custody disputes. A third presentation will focus on a primary prevention, behavioral program that reduces HIV-risk behaviors among women. The fourth presentation will discuss HIV prevention among formerly incarcerated women.

[535]

Changing Settings to Improve Society: The Oxford House ModelJ. FERRARI¹, L. JASON¹, B. OLSON¹ AND M. DAVIS¹¹DePaul University, Chicago, IL

Recovery from addiction to substance abuse is most likely when people receive support from others who engage in non-using behaviors. Within a setting where supportive others encourage alcohol and drug abstinence, former addicts may be able to focus on improving their own psychological functioning and abilities to cope with stressful events that may promote the return to substance abuse. In the past several decades, a self-help recovery facility known as Oxford House has been an alternative treatment format for persons recovering from alcohol and/or drug abuse.

Today, there are over 700 Houses across the US and Canada, where each House operates democratically with majority rule and maintain financial responsibility with each member paying rent and doing chores. No professional or paraprofessional staff residing or overseeing an Oxford House. In short, it provides residents with a "safe and sober setting" for self-recovery, with estimates as high as 80% abstinence rates for life. In this presentation, the panel presenters will outline the Oxford House model for change, discuss recent and previously recorded data about the effects and effectiveness of this communal-living program on residents, and present information about how Oxford House may be a sense of community where second-order change may promote lifestyle change.

[536]

The Collaborative Divorce Project: Where No Professional Has Gone BeforeM. PRUETT¹¹Yale University, New Haven, CT

The Collaborative Divorce Project was developed to assess the effectiveness of a comprehensive divorce prevention intervention for children 0-6 years old and their families. The intervention incorporates research results and clinical expertise in a test of a collaborative law model that improves outcomes of divorce for children and parents by changing the institutional context in which divorce occurs. Components include an interdisciplinary Advisory Group, an orientation to the legal system, small group parent education, consultation in development of parenting plans, intensive education and therapeutic mediation for high conflict couples, and follow-up. The research components examines the intervention's effectiveness at reducing psychological and economic costs of divorce and assesses basic family processes, parental conflict, and material gate-keeping during divorce. The project utilizes a new collaboration of the judiciary, attorneys, Family Services (state mental health workers) and university faculty, the only project of its kind in the US. Legal and mental health professional, in a public-university partnership, focus on young children and operate within the court system itself. All parties agreed in advance to abide by collaborative principles and practices. How such collaboration actually operates, pitfalls encountered by each profession, and how personnel central to the project are working to overcome long standing, institutionalized adversarial responses is the focus of this presentation.

[537]

Community-Oriented HIV/AIDS Prevention vs. General Health PromotionS. HOBFOLL¹, A. JACKSON¹, K. SCRODER¹ AND J. LAVIN²¹Kent State University, Kent, OH; ²Northeastern Ohio Universities College of Medicine, Akron, OH

The efficacy of a primary prevention, behavioral intervention to reduce human immunodeficiency virus (HIV) risk behaviors was tested in a 3-arm randomized, controlled trial with single women at a hospital-based and a community care clinic, both serving low income, inner-city women. Women (N=935) were assigned to either a small group, 6-session community-oriented AIDS Prevention intervention, in particular (arm-1), a yoked General Health Promotion intervention Control (arm-2) or a no-intervention control (arm-3). Both interventions used video-tapes interactively with live group leaders. Results for the 714 women who completed follow-up testing indicated that the AIDS Prevention intervention, in particular, results in significant positive impact for the Health Prevention group as well. Women in the AIDS Prevention group also showed reduced point-prevalence of medically tested STDs at follow-up compared to Health Promotion Controls, but not compared to no-intervention controls. The interventions were found to be equally effective for African and European Americans and for pregnant and non-pregnant women. The results point to the central need to increase need to increase women's conflict resolution skills, making them more effective at handling a broad range of relationship difficulties and increased the likelihood that they can limit violent-aggressive encounters.

[538]
Small Wins as a Means to Second Order Change

D. SALINA¹ AND L. LESONDAK²
¹Northwestern University, Chicago, IL; ²Georgia State University, Atlanta, GA

HIV prevention programs are greatly needed for incarcerated populations. In Chicago, several community based organizations have created alliances to address the complex, multi-dimensional needs of incarcerated people. Entry by community psychologists and other stakeholders into the criminal justice system is difficult and fraught with political, cultural and practical barriers. We have developed a comprehensive HIV/AIDS prevention curriculum entitled "Live Hard, Stay Safe" with the input of formerly incarcerated women to create a culturally appropriate and gender responsive program. While our program was initially well received, when we attempted to evaluate the program, we were denied entry into the correctional system. This presentation will outline how we gained access through employing concepts of "small wins" and have been able to successfully negotiate multiple barriers. Through collaboration, linkage and alliance building, our staff have begun to affect second order change. This project is now affecting how women's health is addressed within the correctional system. We will outline how we have progressed from being denied access to participating in systemic change through our invited participation in the new Office of Women's Justice Advisory Committee to develop a collaborative system of addressing the multiple, complex needs of incarcerated women.

[539]
Discussant

P. TORO¹
¹Wayne State University, Detroit, MI

SUN 10:15-11:30AM Lanier

[540]
Innovative Interventions: Using Peers to Promote Social Change

E. HAYES¹
¹University of Illinois at Chicago, Chicago, IL

As interventionists we have learned that attempts at change are most effective when built on the resources already present in participants' lives. One important resource in the lives of adolescents and young adults are peer groups. Peers are oftentimes overlooked in terms of the positive contributions they can make, despite the fact that they contribute to shaping the social norms in the environments in which we live and grow. The purpose of this symposium is to first discuss the ways in which peers can serve as resources and then give two examples of interventions that have used peers as agents of social change. Implications for future work of community psychologists will be discussed.

[541]
The Value of Peer Mentors in the Lives of Mexican-American Young Adults

B. SANCHEZ¹
¹University of Illinois at Chicago, Chicago, IL

An overlooked resource in the mentoring literature is peers. Similar to other types of mentors, peer mentors have more experience than mentees in an area of life. However, an advantage of peer mentorship relationships relative to other mentoring relationships is that mentors may better relate to their mentees' experiences and problems because of the similarities in age and experiences. This presentation is an attempt to fill the gap in the mentorship literature by presenting data on peer relationships. The data is drawn from a larger qualitative study on the natural mentorship relationships of Mexican American undergraduates. Mentees and their mentors were interviewed in-depth, and data is being analyzed through a grounded theory approach, which allows theory to emerge from data collection. This approach to analysis allows participants' realities to be captured accurately. In this presentation, I will discuss the findings regarding the relationships of

ten mentees and their peer mentors. In addition, findings from interviews with four of the peer mentors will be presented. Specifically, I will discuss who the mentors are, the areas in participants' lives and manner in which mentoring is provided, and the consequences of receiving mentorship from peers. Implications for intervention will be discussed.

[542]
Responding to Community Violence with a Peer/Mentor Model

F. BALCAZAR¹, C. KEYS¹, H. BRIGADA¹, E. HAYES¹, M. ENGSTROM¹ AND K. BALFANZ-VERTIZ²

¹University of Illinois at Chicago, Chicago, IL; ²Schwab Rehabilitation Hospital and Care Network, Chicago, IL

Young men from ethnic minority groups with injuries due to gun-shot wounds are the quickest growing spinal cord population. Despite their growing numbers rehabilitation services are not yet able to meet the full needs of this challenged group. In addition to dealing with their new injuries, many of these young men need help problem-solving in a number of different areas in their lives, including with their education, employment, financial, and housing needs. In an attempt to meet the needs of this growing population, and enhance the ways in which rehabilitation hospitals can support their rehabilitation, a peer-mentor program was developed in collaboration with a rehabilitation hospital. This program aims to train a group of young men with violence-acquired spinal cord injuries (VASCI) who have already completed the rehabilitation process to become peer mentors for new patients entering the hospital. These peers can then serve as guides through rehabilitation and assist in helping the new patients make positive gains in their lives. At the time of the presentation this four-year project will be half over, and the presentation will highlight both the process of developing the peer-mentor program and initial evaluation data conducted with the pilot group. Presenters will include representatives from the research team and the collaborating rehabilitation hospital. These two participant groups will discuss the role that peers have played throughout the process.

[543]
Training Advocates: The Community Health Advisor Network

D. FORTE¹, B. WILSON¹, G. GREENE², D. GRIFFITH², J. STOKES² AND A. PETROHILOS²

¹The City Project, Chicago, IL; ²University of Illinois at Chicago, Chicago, IL

Lasting social change often takes place when individuals work within their own communities. Psychologists and advocates of health behavior change have found that indigenous efforts are especially valuable in attempts to change risky sexual norms and behaviors. The Community Intervention Trial for Youth is a CDC-funded, national, multi-site field trial of five HIV prevention interventions targeting 15-25 year old men who have sex with men (MSM). The Chicago site focuses exclusively on African American MSM. One of the interventions, the Community Health Advisor Network (CHAN), trains young people to serve as advocates and health resource advisors to their MSM peers. The current paper will focus on how peers in the Chicago site are being trained to change norms around sexual behavior and to address societal barriers to safer sex such as heterosexism and access to health resources. We will talk about how we have conceptualized and operationalized the roles of peer advocate and health service liaison in the context of this HIV preventive intervention and the Chicago African American MSM community.

[544]
Discussant

K. MATON¹
¹University of Maryland Baltimore County, Baltimore, MD

SUN 10:15-11:30AM Lucerne

[545]
The Process of Community Research & Action-Untold Stories

J. GILLESPIE¹
¹SUNY - Brockport, Brockport, NY

This symposium will consider issues that are essential to the success of community research and action - issues related to process that are typically omitted from our professional publications and presentations. These papers urge us to move beyond the confines of our formal program descriptions and outcome analyses and to focus our attention on what we can learn from the "stories" behind program development, implementation and evaluation. Issues related to a project's "prehistory", the personalities of those involved, the relationships within and between researchers and community participants, the "insider"-outsider" dynamic, the fragile and changing nature of our work, and the impact of unexpected events will be highlighted.

[546]
The Role of Prehistory, Personality & Serendipity in Community Research & Action

J. PRIMAVERA¹
¹Fairfield University, Fairfield, CN

Successful ventures in community research and action are often viewed as models for replication in other communities that share similar needs and concerns. The descriptions of research design and program operation found in our journals more often than not describe smoothly running programs that can be reproduced by anybody in any community setting. But the work of community psychology is not as impersonal or as uniform as the descriptions typically found in our journal articles. It is only when we attend to "how" we got started and "what" happened along the way that the factors essential to program success are evident. This paper documents the development and growth of an intervention designed to enhance the literacy skills of low-income preschoolers and their parents and the creation of a working collaboration between a suburban university and an urban community action agency. It will tell the untold "story" of how circumstances constituting the "prehistory" of the project, researcher and participant personalities, the self-correction process, and unplanned events played a unique and critical role in program development and success.

[547]
Relationships Within and Between: Community Research & The Research Team

A. BRODSKY¹, K. SENUTA¹, C. WEISS¹ AND C. MARX¹
¹University of Maryland - Baltimore County, Baltimore, MD

This paper explores the role of relationships, within and between the community of the researchers and the community of the research participants, as they relate to qualitative, community psychology research. While relationships are salient to all research, their role is particularly prominent in qualitative research, in which a closer rapport is established between researcher and research participant than in quantitative research, and the impact of both sides of this interaction on the research process is acknowledged. Instead of merely looking at the community and relationships of the participants, the usual focus of research, this paper places attention on the often overlooked community and the relationships among the researchers. We then explore the impact of the research team on the research process and the interaction that occurs when these two communities, that of the participants and that of the researchers meet. This inside story, while seldom articulated, has implications for community research in general and particularly for applied research.

[548]
Observing A Participant-Observer: A University-University Collaboration

C. LOOMIS¹ AND K. DOCKETT²
¹University of Maryland - Baltimore County, Baltimore, MD; ²University of the District of Columbia, Washington, DC

Becoming a participant-observer is one approach to collaborative research. The process of moving from an outsider to a participant-observer is dynamic, interactive, subjective, and often unplanned, as well as rarely documented or accounted for in a traditional method section of a community psychology research report. Analyzing this process and exploring some of its effects is important because of the impact the research process has on theory, future research, and, more importantly, on individual lives, communities, and societies. As participant-observers, we reflect on our university-university, insider-outsider, collaborative research process that developed out of our convergent interests in social action for social change. The case study is in the context of university initiated, peaceful demonstrations against the local city government that proposed changes to its only public university, which also is classified as a historically Black university. One author is an "insider" of the university campus community and the other is an "outsider" living in a bordering state and affiliated with another university. Our reflection on the research process revealed that the subjective aspect of becoming a participant-observer may be represented in a researcher's development of psychological sense of community with the target community.

[549]
Grassroots Community Development

M. ABER¹, T. MOORE¹, S. MIRGAIN¹ AND G. HUNT¹
¹University of Illinois at Urbana-Champaign, Champaign, IL

For the past three years the authors have been involved in a grassroots community development project. The project aims to increase the economic strength of the African American community in Champaign-Urbana by increasing the number of African American owned micro-enterprises located there. It was decided that the best strategy for accomplishing this goal would be to create an organization that facilitated collaborative work among a wide variety of actors with interests and/or expertise relevant to the project's goal. From the onset, the collaboration was conceived as informal. No written contracts were developed between actors, there was no membership, nor formal rules governing the organization. The only guiding principle was simply that those who wished to be a member of the collaborative would contribute what they could to the goal of the project. This paper will describe the success and fragility of the collaboration. As participant-observers we saw how success elicited unanticipated behaviors from collaboration members. A combination of event and personalities almost destroyed an effective community organization. Our interpretations of what happened and those of selected members will be described. Implications for research, theory and practice in the areas of community collaboration and development will be discussed.

[550]
The Process of Community Research & Action - Untold Stories

E. TRICKETT¹
¹University of Illinois at Chicago, Chicago, IL

SUN 10:15-11:30PM UL201

[551]
Deconstructing Whiteness: Dominant Systems Responding to Indigenous Challenges

C. SONN¹
¹Edith Cowan University, Joondalup, Australia

A wealth of literature details the deleterious impacts of oppression and colonization for nondominant groups. However, in community psychology considerably less attention has been given to issues of oppression and domination from the perspective of groups in powerful positions. As part of our social justice agenda it is imperative that we understand and transform the social and psychological processes and structures of domination. The work presented in this symposium reflects efforts by members of dominant groups to address mechanisms and processes of domination and colonization. Implications for community research and action will be highlighted, in especially issues related to depowerment of the powerful.

[552]

Cleaning Up Our White Backyard - Decolonising Psychology in AustraliaC. SONN¹ AND H. GRIDLEY²¹Edith Cowan University, Joondalup, Australia ; ²Victoria University of Technology, Melbourne; Werribee, Victoria, Australia

Histories of Psychology traditionally link the discipline's scientific credentials to its Greco-Roman, Judaeo-Christian, western secular rationalist heritages. The grand narrative of the discipline's celebrated late nineteenth century infancy was interwoven with the triumphal march of industrialisation and colonisation. Psychology in Australia continues to be characterised by such discourses - it is difficult to identify a distinctive Australian psychology that reflects either the multicultural nature of post World War 2 Australian society or the ancient and living culture of its Indigenous people. In the past decade however, community psychologists have worked in partnership with the small number of Indigenous psychologists to tackle the task of decolonising Australian psychology - or at least, of galvanising the Australian Psychological Society (APS) to reflect on and address its social and professional responsibilities towards Indigenous people, and more widely, to operationalise its Mission Statement tenet of enhancing community wellbeing. This paper examines the role of community psychologists both as critical gadflies from the margins and as drivers of APS social policy development in the mainstream. At the start of the 21st Century, new paradigms are opening up spaces for minority voices to claim legitimacy in a discipline that is older and younger than we dreamed.

[553]

Cultural Challenges for Reconciliation in AustraliaC. SONN¹ AND M. GREEN²¹Edith Cowan University, Joondalup, Australia ; ²Curtin University of Technology, Bentley, Western Australia

For the past ten years a movement of reconciliation between Indigenous Australians and the broader community has been occurring. Reconciliation and related issues of race relations and Australian identity have been strongly debated amongst the community in recent years. My research has adopted the context of reconciliation to explore how Whiteness, defined as an ideology or worldview of normativity, privilege and dominance linked with the symbol of White skin, operates in Australian society. Through discourse analysis of a number of interviews with White Australians involved in or supportive of the reconciliation process, a number of deep cultural concerns for reconciliation have been raised. These concerns are related to the issue of Whiteness in Australia and the history of colonisation that has placed White Australians in positions of dominance, normativity and privilege. In this paper I present some of the key blockages for reconciliation identified in my research and question how the position of Whiteness may be challenged both in psychology and the broader community to attain the aims of justice and equity in Australian society.

[554]

Journeys Away from DominanceI. HUYGENS¹¹Workwise, Hamilton, New Zealand

Aotearoa New Zealand has been undergoing a process of public awareness-raising around the agreements made by the indigenous peoples (nga iwi Maori) about the process of colonisation by white settlers. A recent national conference in Aotearoa New Zealand drew together stories by Pakeha (descendants of white settlers) practitioners about change within their workplaces towards fulfilling the original agreement (Treaty of Waitangi) on indigenous authorities and rights. As one of the organisers, I will present a summary of the themes emerging including dominance, monoculturalism, and institutional racism. I will also draw out insights relevant to community and social psychology about the importance of group-to-group work, examining power at macro- and micro-levels, recognising cultural dominance, providing new knowledge, and the importance of structural changes in institutional power and accountability. Specific processes such as consultation, representation, advocacy and building relationships will be discussed. Some preliminary thoughts may also be raised on how members of a dominant group begin journeys of conscientisation.

[555]

DiscussantI. PRILLELTENSKY¹¹Victoria University, Melbourne, Australia

SUN 10:15-11:30AM UL217

[556]

Envisioning New Possibilities in Community OrganizationsW. MADSEN¹¹Public Conversations Project, Watertown, MA

This workshop will examine a consultation methodology to help community agencies envision and live into new organizational possibilities. It draws on concepts from Appreciative Inquiry and Narrative Theory. Appreciative Inquiry is an approach to organizational consultation that draws on the "best of what is" to envision "what could be," and develop "what should be." Narrative work is a social constructionist approach to change that has been applied to families as well as group and community endeavors. Appreciative Inquiry shifts the focus in organizational consultation from solving problems to appreciating and building on what works. At times, Appreciative Inquiry has been criticized that its solution-focus may inadvertently contribute to minimizing real life difficulties. The process of "externalizing" from Narrative Approaches can be helpful to address this concern. Externalizing is a way of thinking and talking about problems that view problems as separate and distinct from the people or organizations experiencing them. Rather than thinking about an organization as being problematic or having a problem which runs the risk of potentially further embedding organizations in a problem-saturated identity, we can think about organizations as being in relationship with particular problems which opens up space for the individuals in organizations to experience those difficulties differently, freeing them up to act on their own behalf in developing a different relationship with that problem. This process allows participants to acknowledge problems and shift their relationship to those problems without becoming captured by them. This consultation approach has been used with multiple community agencies to develop new institutional structures and organizational cultures to help them become more respectful of and responsive to both workers and the people they serve. In the consultation process, participants are invited to reflect on interactions in the organization that stand out as reflecting movement toward desired ends in the organization. These "best moments" provide a foundation to envision future organizational possibilities. That envisioned future is concretized through Possibility Statements (bold affirmative statements that would concretely reflect the envisioned future). Participants are invited to reflect on the importance of the possibility statements, enhancing motivation and commitment to the process. They are then encouraged to anticipate potential constraints or barriers to the implementation of the possibility statements. Those constraints are externalized and there is an examination of the effects those constraints have on individuals and relationships in the organization as well as on the support those constraints receive in the existing organizational culture. The ways in which participants resist or cope with those constraints are elicited, elaborated and acknowledged and those experiences are drawn on to plan for on-going organizational change. The workshop format will parallel the process of the consultation approach. Participants will be enrolled as members of a community organization and go through an abbreviated version of this process with periods of reflection about their experience of the process. At the end, there will be time for participants to respond to the experiential component and examine applications in their own contexts. Handouts that detail the process will be distributed.

SUN 11:45AM-12:45PM Speaker's Auditorium

Closing Plenary

Cary Cherniss and the SCRA Diversity Task Force, Hosts

Toward Creative Maladjustment: Martin Luther King's Words Then and Now

SUN 1:00-3:00PM Capital

CARC Postconference Meeting

John Robert Newbrough, Chair

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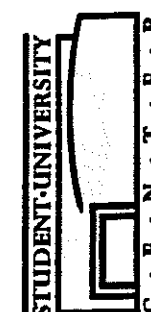
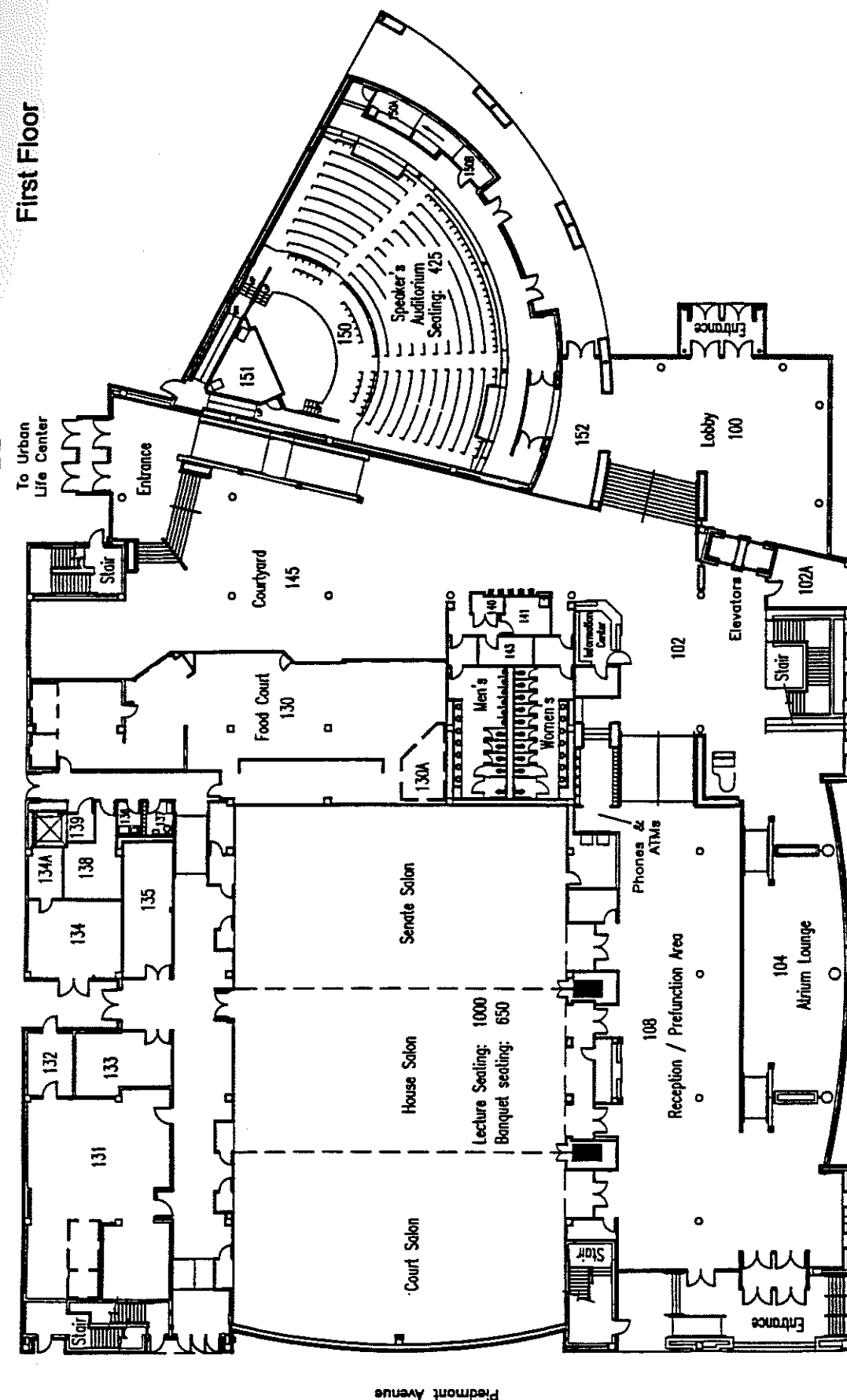
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Student Center

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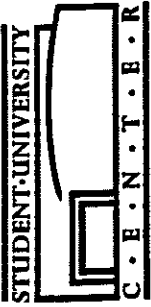


Second Floor



Piedmont Avenue

Gilmer Street

Office of Planning and Facilities
8/19/05Office of Planning
and Facilities

University Plaza
Suite 650
Atlanta, Georgia 30305
(404) 651-1054

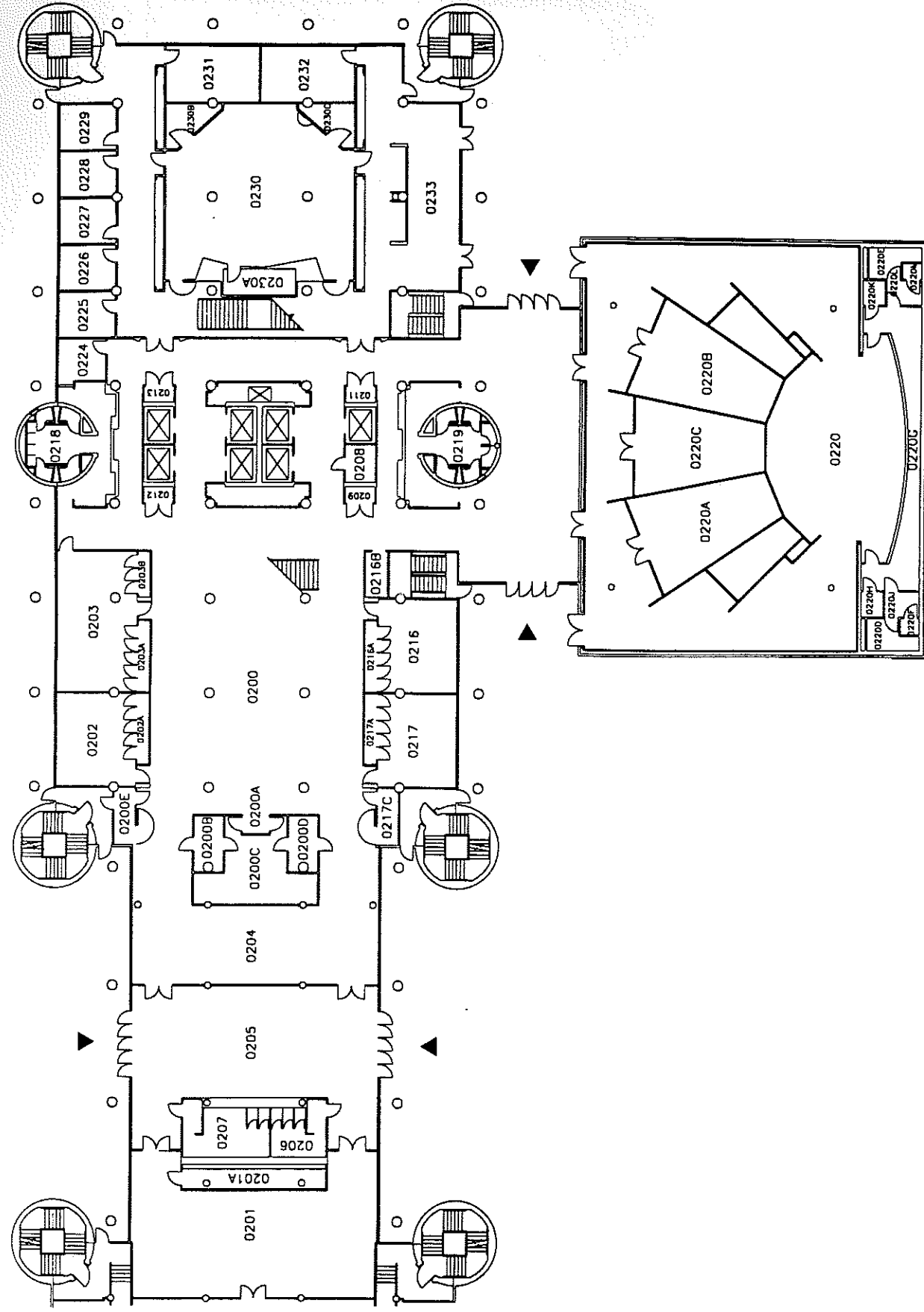
Urban Life
Building

Second Floor

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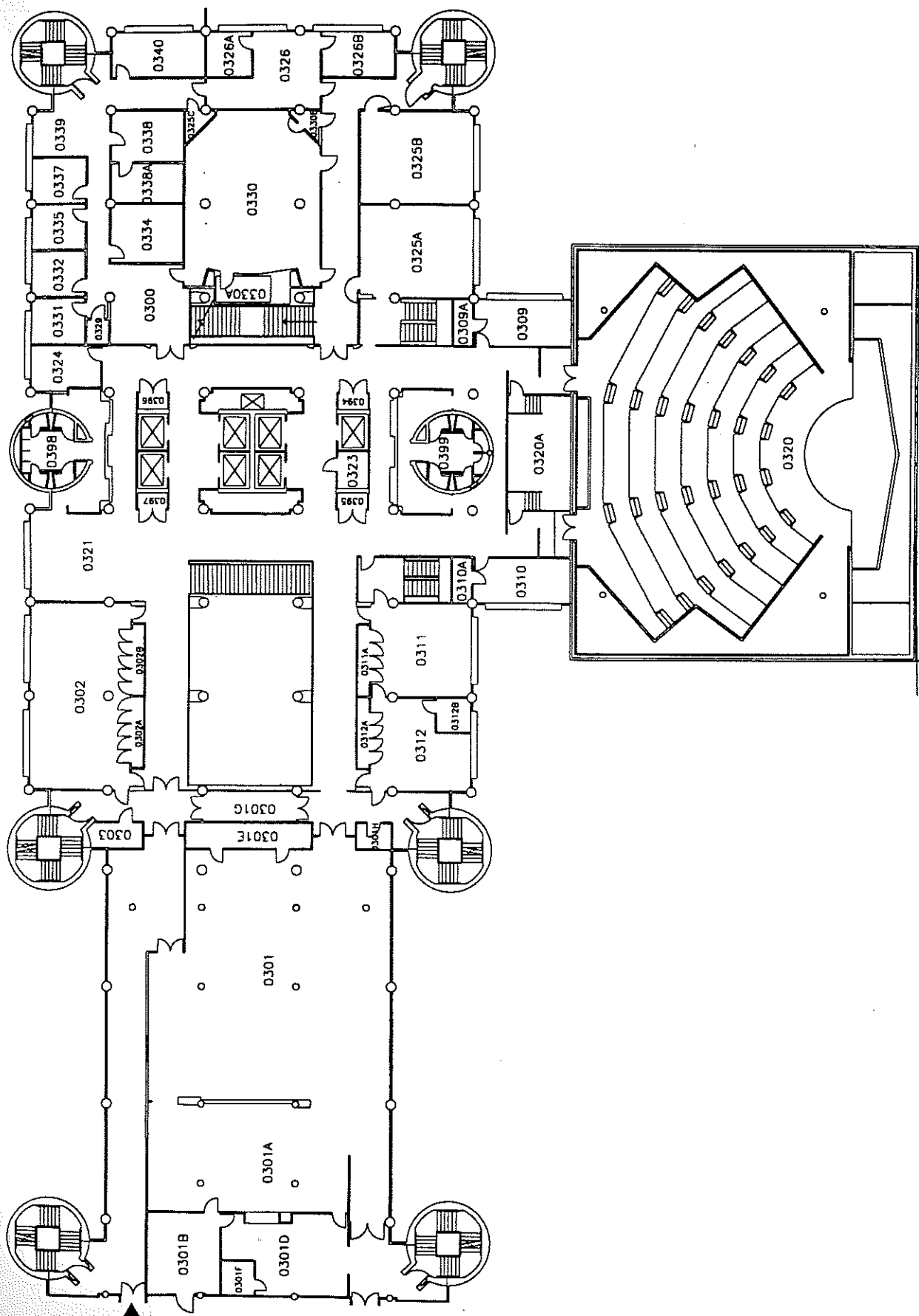




Urban Life Building

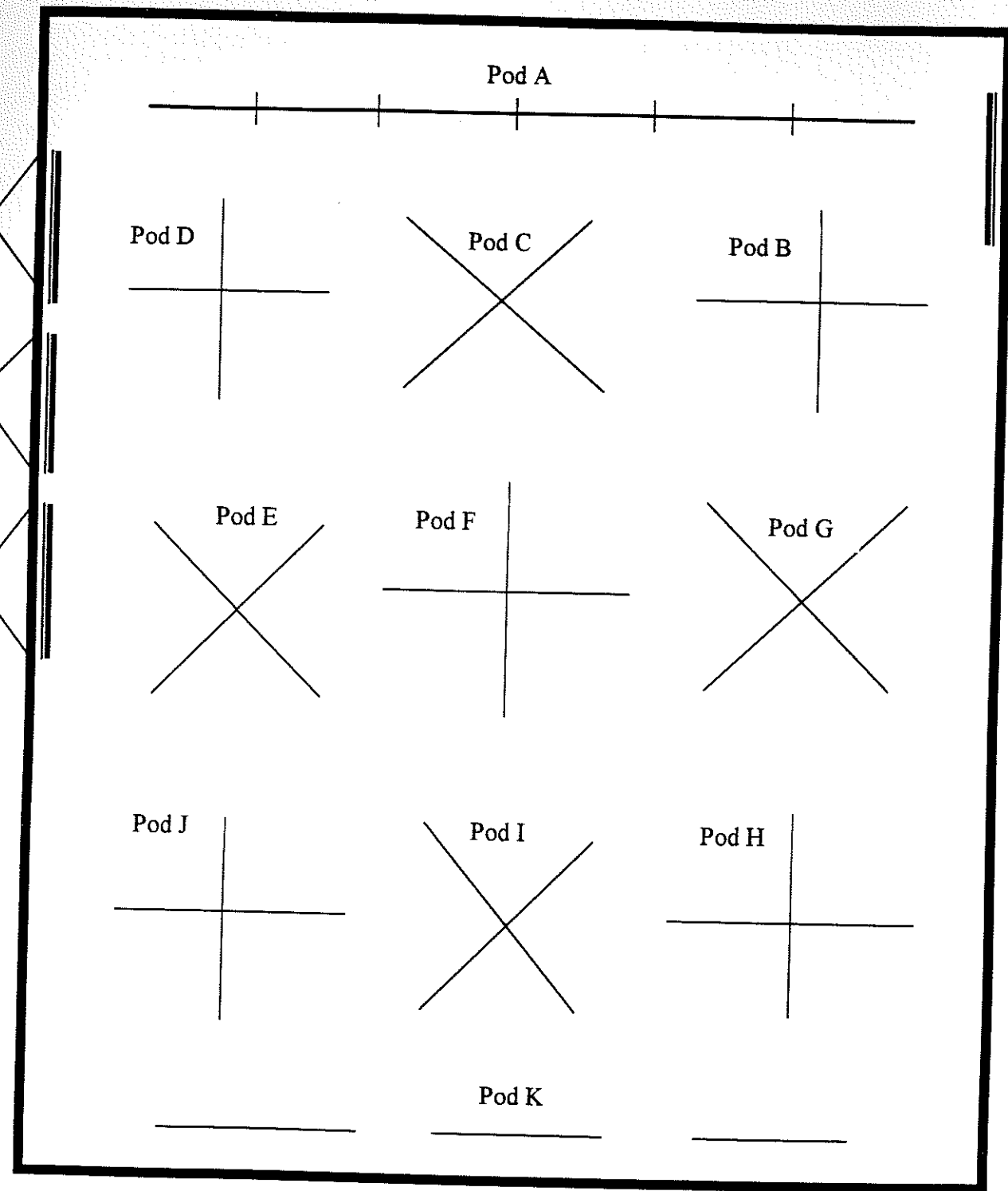
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Poster Session Floor Plan – Veteran's Hall

LOBBY



GILMER STREET