



Pre Conference Sessions  
June 17<sup>th</sup> 2025

**Full Day Pre-Conference Sessions June 17th, 8:00 am to 5:00 pm EDT**

- Session 1: [Branching Out: Advancing Belonging Through Emotional Intelligence](#)  
Session 2: [Designing Decolonial Praxis Workbook with Racial Justice Scholars of Color](#)  
Session 3: [R.E.A.C.T. Relationship Efficacy and Complex Trauma](#)

**Morning Pre-Conference Sessions, June 17th, 8:00 am to 12:00 pm EDT**

- Session 1: [THE GRAND CHALLENGE PROJECT: Designing and Implementation of UNILIA Knowledge Exchange and Partnership with Communities' \(UKEPwC\) Framework.](#)  
Session 2: [Resistance and Healing in Community Driven Research: The Do's](#)  
Session 3: [A Critical Quantitative measurement perspective: MIMIC models to identify and remediate racial \(and other\) forms of bias](#)

**Afternoon Pre-Conference Sessions, June 17th, 1:00 pm to 5:00 pm EDT**

- Session 1: [Community Psychology in an Era of Global Geopolitical Socioeconomic Conservatism. A workshop on macro-level discourses and skills for implementing a co-constructed model for local action among diverse international communities and populations.](#)  
Session 2: [Cultivating Critical Perspectives, Liberation, and Transformative Communities: Decolonizing Knowledge Creation and Mobilization Strategies](#)  
Session 3: [Shaping the Future of Community Psychology Education: Collaborative Strategies for Sustainability, Diversity, and Growth](#)  
Session 4: [Clarifying Our Vision: Building a Roadmap for the Next Five Years in CP Education](#)

# Full Day Sessions

## Session 1

**Title of Session:**

Branching Out: Advancing Belonging Through Emotional Intelligence

**Organization of each author:**

[EIDEIA Institute](https://www.eideia.org/) (<https://www.eideia.org/>)

**Abstract:**

Are you wondering how to launch or renew your commitment to creating spaces where everyone belongs and thrives? Feel like you're not sure if your efforts so far have been effective? Wondering what it means to be a community psychologist when we work (or want to work) in spaces where we might not be proximate to the issues? It is especially crucial to be grounded in our own personal and professional identities and shore up our social-emotional competencies.

At EIDEIA (pronounced idea!), we bridge the gap between emotional intelligence (EI) and meaningful inclusion through research-based pathways. Join us for this pre-conference training, designed for curious learners eager to explore innovative approaches to equity and organizational transformation.

**Biennial Track Choice 1:**

Racial Justice

**Biennial Track Choice 2:**

Early Career (Early Career Interest Group)

**Biennial Track Choice 3:**

Practice (Practice Council)

**Learning Objectives**

- A clear understanding of the connection between EI and DEIA.
- Insights into the interplay of personal and professional identities.
- Practical tools to strengthen your social-emotional skills.

## Session 2

**Title of Session:**

Designing Decolonial Praxis Workbook with Racial Justice Scholars of Color

**Authors:**

Hana Masud Chicago City Colleges, and

Dr. Gordon Lee, Educator, Practitioner, and Consultant  
Affiliation: The Village (A Chicago-based Ancestral Community Psychology Assn)

**Abstract:**

This full-day pre-conference training centers on the "Racial Justice Activists Healing and Writing Retreat" project and its core output: a decolonial, community-based praxis workbook. Developed in partnership with the Racial Justice Action Group, this workbook offers practical tools for healing and transformation within communities impacted by historical and ongoing colonial trauma, including intergenerational and

genocidal trauma. RJAG, a diverse group of psychologists, activists, students, and community members across the US and beyond, actively works to dismantle racial injustice through organizing, education, and public engagement. The group fosters a powerful space for dialogue, collaboration, and action, cultivating a strong sense of community and shared purpose.

This workbook translates RJAG's insights and experiences into concrete steps for healing and action. It guides participants through embodied practices like "body mapping" to process the physical manifestations of racial trauma and encourages engagement with the "genealogy of place" to understand local Indigenous history and the ongoing legacy of colonialism. These activities empower individuals and communities to reclaim agency and pursue transformative change.

The workbook's development is linked to RJAG's innovative "conference on foot" concept, envisioned as a "healing pilgrimage" challenging traditional conference models. While the original plan to journey from Chicago to South Africa and Palestine is currently paused, the project's core vision remains central to the workbook's design. The workbook will be a vital resource for RJAG participants and disseminated at the 2026 International Community Psychology Conference in Nigeria.

This pre-conference training offers a unique opportunity to explore the workbook's core concepts and practices creatively. Participants will be actively involved in shaping the workbook's future development by collaboratively creating content outlines, ensuring it addresses the needs of diverse communities. The training will also foster relationship-building among participants, creating a supportive network for ongoing collaboration and resource sharing.

**Biennial Track Choice 1:**

Racial Justice

**Biennial Track Choice 2:**

Critical Community Psychology (Critical Community Psychology Interest Group)

**Biennial Track Choice 3:**

Indigenous (Indigenous Interest Group)

**Learning Objectives**

- - Participants will be able to articulate the core principles of decolonial healing practices and their relevance to addressing racial trauma.
- - Participants will collaboratively develop outlines for sections of the decolonial praxis workbook, integrating diverse perspectives and experiences.
- - Participants will identify and discuss specific embodied healing practices, such as "body mapping" and "genealogy of place," and their potential applications in community settings.
- - Participants will explore the innovative "conference on foot" model and its potential for transforming traditional conference approaches.
- - Participants will build relationships and establish a network for ongoing collaboration and resource sharing related to decolonial healing and racial justice work.

## Session 3

### **Title of Session:**

R.E.A.C.T. (Relationship Efficacy and Complex Trauma)

### **Author**

Mandilyn R. Graham MA, LPC (University of Illinois at Urbana-Champaign)

### **Abstract:**

Research on complex trauma has expanded our understanding of the impact of repeated exposure to maltreatment and adversity in childhood or adolescence on adult mental health outcomes. Despite this expansion of knowledge, there is still much to explore on the impact of complex trauma throughout the lifespan as researchers and clinicians work to craft interventions that address the impacts of complex trauma. Given the notable and heightened impact of childhood exposure to adversity among African Americans, this population may be especially prone to experience relational difficulties later in life. The proposed phenomenological study seeks to further explore the impact of complex trauma on self-efficacy beliefs in romantic relationships. This study will recruit ten individuals, ages 18-25, who identify African American as one of their racial identity groups to explore a cavernous gap in the current complex trauma literature. Recruited participants will complete semi-structured interviews assessing the impact of complex trauma on beliefs about one's ability to engage in and sustain romantic relationships. The potential findings may increase the understanding of how emerging adults cope with complex trauma and how this coping influences relational well-being.

### **Biennial Track Choice 1:**

Prevention and Promotion (Prevention and Promotion Interest Group)

### **Biennial Track Choice 2:**

Cultural, Racial and Ethnic Affairs (Council on Cultural, Racial and Ethnic Affairs)

### **Biennial Track Choice 3:**

Practice (Practice Council)

### **Learning Objectives**

- - Attendees will gain insight to the connection between the experience of complex trauma during early development and the formation of self efficacy beliefs, particularly through the lens of Black emerging adults.
- - Attendees will have the opportunity to explore and discuss complex trauma research which centers Black individuals and their perspectives.
- - Attendees will be able to engage in thoughtful discussion regarding ways to expand the cultural relevancy of complex trauma research among Black individuals.

## Half Day Sessions (8 am -12 pm EDT)

### Session 1

#### **Title of Presentation:**

THES GRAND CHALLENGE PROJECT; Designing and Implementation of UNILIA Knowledge Exchange and Partnership with Communities' (UKEPwC) Framework.

#### **Author:**

University of Livingstonia-Research department

#### **Abstract:**

The Tropical Institute of Community Health (TICH) defines partnership as a collaboration where organizations or groups unite to achieve a shared goal that benefits all parties synergistically. In this partnership we intended to build partnerships in which partners equally contribute and mutually benefit. This was possible through the contributions and actions of each partner based on the respective partner's capacity. Involving community stakeholders, such as steering committees, in interventions has demonstrated success in driving outcomes ranging from systemic change to individual impacts. In line with the Malawi 2063 implementation plan, which emphasizes the need for higher education institutions to address evolving skill demands and contribute to socio-economic growth, the University of Livingstonia (UNILIA) initiated research to design and implement a model tailored to address challenges faced by one of the University's partner communities.

The primary objective of the UNILIA initiative was to design and test a model fostering community-driven innovation. Specific goals included identifying critical challenges faced by communities, key factors for innovation, analyzing successful partnership strategies, developing a practical framework, assessing its real-world impact, and providing actionable recommendations for sustainability. The University of Livingstonia Knowledge Exchange and Partnership with Communities (UKEPwC) project unfolded in three phases: Preparation, Framework Development and Piloting, and Model Refinement and Knowledge Transfer. Initial activities involved literature reviews, stakeholder engagement, ethical clearances, and co-creating an innovation framework. During the second phase, the framework was piloted in 10 partner communities. Stakeholders were supported to co-create solutions (with faculty members and students) to identified challenges. The final phase involved refining the framework, producing toolkits, and promoting broader adoption through dissemination and networking. Dissemination of outcomes occurred via reports, policy briefs, and events to integrate the framework into community development initiatives.

The project created a platform for addressing stakeholder needs and enabled UNILIA to redesign its academic and outreach programs to align with community priorities. By solving challenges such as communication barriers and access to potable water in 10 communities, the innovation fostered capacity building, stakeholder engagement, and inclusive development. Recognizing and leveraging stakeholders' knowledge, particularly for vulnerable populations, the project successfully adapted the University of Livingstonia Knowledge Exchange and Partnership with Communities (UKEPwC) model to the Malawian context. It emphasizes UNILIA's leadership in advancing evidence-based community development strategies and navigating intricate networks, guaranteeing their applicability and lasting influence.

#### **Biennial Track Choice 1:**

Community Health (Community Health Interest Group), Publications (Publications Committee), Public Policy (Public Policy Council)

#### **Biennial Track Choice 2:**

Celebration of 20th Anniversary SCRA Biennial, Community Health (Community Health Interest Group)

#### **Biennial Track Choice 3:**

International (International Committee), Publications (Publications Committee), Research (Research Council)

#### **Learning Objectives**

- To understand university-community Partnership Dynamics in a developing country context
- To be acquainted with the developed Community-Driven Innovation Framework.
- To understand the Impact and Scalability of the framework.
- To articulate the framework's ability in promoting community development, sustainability and inclusivity.

## Session 2

### **Title of Session:**

Resistance and Healing in Community Driven Research: The Do's

### **Authors**

WeClaim Research, LCC

### **Title of Presentation:**

Resistance and Healing in Community Driven Research: The Do's

### **Abstract:**

Research has largely been taught, and it continues to be believed that it functions as a scientific and systematic process to produce findings that contribute to a generalized body of knowledge and to advance understanding of phenomena. Community-driven research (CDR) positions community members as the primary drivers in leading research, social change, and collective action. This pre-conference session will guide attendees through some core practices of CDR that center on resistance and healing. The facilitator will share evidence gathered from their continued practice of CDR and guide attendees through core practices needed to promote healing. The core practices in community-driven research can lead to nationwide adoption of research practices used with ethnically and racially marginalized communities. By the end of the session, attendees will:

- Identify the do's needed to resist harm and continued oppression in research
- Identify the do's that promote healing in research
- Increase knowledge of core practices of community-driven research and their application across various settings and community groups
- Increase knowledge of tools used to promote healing in community-driven research

### **Biennial Track Choice 1:**

Practice (Practice Council)

### **Biennial Track Choice 2:**

Research (Research Council)

### **Biennial Track Choice 3:**

Cultural, Racial and Ethnic Affairs (Council on Cultural, Racial and Ethnic Affairs)

### **Length of Session:**

Half Day (8 - 12 pm EST)

### **Learning Objectives**

- Identify the do's needed to resist harm and continued oppression in research
- Identify the do's that promote healing in research
- Increase knowledge of core practices of community-driven research and their application across various settings and community groups
- Increase knowledge of tools used to promote healing in community-driven research

### Session 3

**Title of Session:**

A Critical Quantitative measurement perspective: MIMIC models to identify and remediate racial (and other) forms of bias

**Authors:**

Matthew A. Diemer, University of Michigan; Michael B. Frisby, Georgia State University; Aixa D. Marchand, University of Illinois

**Title of Presentation:**

A Critical Quantitative measurement perspective: MIMIC models to identify and remediate racial (and other) forms of bias

**Abstract:**

Sound measurement is foundational to quantitative methodology, to the assessment enterprise, and to obtaining precise empirical evidence in support of collective and/or community-embedded action campaigns. However, the racist and eugenicist legacies of quantitative methodology and measurement may lead to the (understandable) conclusion that these approaches are not redeemable. Instead of “throwing the baby out with the bathwater,” acknowledging these troubling histories is one step toward repurposing quantitative methodology toward critical, anti-racist, and/or equitable purposes.

An equity-oriented quantitative perspective is another important step. Critical Quantitative perspectives (Diemer et al., in press; Stage, 2007) merge critical theories and quantitative methodology to synergize their unique strengths. This perspective is anchored by five guiding principles (i.e., foundation, goals, parity, subjectivity, and self-reflexivity) to mitigate racism and advance social justice.

Within the broader Critical Quantitative framework, MIMIC (Multiple Indicator and Multiple Causes) models are an approach that exemplifies a more critical, anti-racist, and/or equity-oriented measurement approach (see Randall, 2021). Briefly, MIMIC models are variants of confirmatory factor analyses, which include an exogenous covariate(s) to test for latent mean differences as well as item differences (“DIF,” or differential item functioning).

MIMICs simply and efficiently test whether a measure means the same thing and can be measured in the same way across (e.g., racial/ethnic and/or gender) groups. This capacity to test for scalar measurement invariance provides affordances for equity-oriented measurement, and is more sample-size efficient than multi-group measurement invariance testing. For example, a CritQuant perspective and MIMIC analytic approach would identify racialized item bias in a measure of civic action administered to Latine vs Black youth organizers.

In total, this workshop will provide a conceptual basis for these concepts and complement conceptual learning with guided practice coding and interpreting models with popular software (e.g., R/lavaan & MPlus). Additional resources will be provided to further attendees’ learning over time.

**Biennial Track Choice 1:**

Research (Research Council)

**Biennial Track Choice 2:**

Cultural, Racial and Ethnic Affairs (Council on Cultural, Racial and Ethnic Affairs)

**Biennial Track Choice 3:**

Critical Community Psychology (Critical Community Psychology Interest Group)

**Learning Objectives**

1. Attendees will review confirmatory factor analyses (CFA)
2. Attendees will learn a Critical Quantitative perspective, including its five guiding principles
3. Attendees will learn how MIMIC models can be used to advance Critical Quantitative measurement
4. Attendees will learn the conceptual basis, specification, and interpretation of MIMIC models
5. Attendees will learn either R (lavaan) or MPlus syntax to estimate and interpret MIMIC models

**Half Day Sessions (1-5 pm EDT)**  
**Session 1**

**Title of Session:**

Community Psychology in an Era of Global Geopolitical Socioeconomic Conservatism. A workshop on macro-level discourses and skills for implementing a co-constructed model for local action among diverse international communities and populations.

**Authors:**

Susana Helm (Susana Helm Consulting)

Patrizia Meringolo (Università degli Studi di Firenze)

**Abstract:**

Intro 10m

Macro-level national narratives that currently are permeating global borders reveal new challenges to community psychology practice at the local level. Therefore, it is time to update our theory and practice within this evolving context by using transformative models and improved skills for engaging communities in (public) policy and action. This workshop will focus specifically on PAR approaches – e.g. visual methods, counternarrative methods based on readiness to change models, collective discussion methods. Recent international examples from community psychologists working in their home countries/regions will be shared as the basis for the workshop activities, e.g. mixed methods approach to public debates and participatory processes.

1. 50 minutes

International co-presenters each briefly describe their respective international perspectives on these challenges in terms of macro-level dominant discourses, plausible competing local narratives, and how local action may be improved with community psychology.

2. 60 minutes

Next, workshop participants will be guided to reflect on their own work to identify (inter)national narratives that heighten exclusionary discourses that marginalize their communities of interest, and then to recognize the macro-level discourses that they are/may/will use to compete/displace destructive geopolitical socioeconomic narratives. This will be accomplished in small groups facilitated by co-presenters.

3. 60 minutes

Following this, the whole group will identify common attributes and unique characteristics across our collective projects as a way to chart new pathways and navigate a way forward for community psychology in this era of global geopolitical socioeconomic conservatism. Essentially, we will build a model for collective action.

4. 60 minutes

Finally, the whole group will identify skills for implementing this new model for local level action and will outline implementation strategies & tactics that may be used by workshop participants in their respective communities. The workshop will conclude with next steps to ensure mutual support for sustainable action.

**Biennial Track Choice 1:**

Critical Community Psychology (Critical Community Psychology Interest Group)

**Biennial Track Choice 2:**

International (International Committee)

**Biennial Track Choice 3:**

Indigenous (Indigenous Interest Group)

**Learning Objectives**

- Learning Objective 1: Understand a variety of international community psychology solutions to macro-level global problems using PAR approaches.
- Learning Objective 2: Analyze one's own local issues based on this international understanding.
- Learning Objective 3: Co-create an action plan for community psychology in an era of global geopolitical socioeconomic conservatism.
- Learning Objective 4: Co-create a list of skills for implementing the action plan.

**Additional Notes**

We have an international group of co-facilitators, listed here with intro remarks:

Team Florence: Patrizia Meringolo, Andrea Guazzini

There is a need to foster participation in real and virtual contexts against 'distractive' narratives. Experiences carried out in local contexts, specifically projects with young people and research with virtual groups will be shared. Methods will be described, such as participatory based theories on counter narrative and readiness to change; open space technology; and eco-mapping.

Team Lagos: Moshood Olanrewaju

With a focus on assembling historical events and a cast of ancestral and living characters from the Yoruba folklore, where the river and hill are key sites of being and resistance, where humans and nonhuman entities understand and respect the covenant of kinship and to outline the traditional frameworks/methodologies that have ensured the continued survival of the African communities. We will discuss our project (the Community Psychology Hub at Lagos State University) and how the center will support the development of African epistemologies, ceremonies, ritual-making, the paradigm of Senseview (privileging other senses), etc. As scholar-activists, some of us are unlearning, recentering, and re-researching different modalities to archive African salvageable customs and traditional systems.

Team Chicago: Judah Viola, Brad Olsen, Andrew Camilleri

The program Partners in Policymaking (PIP) in Illinois—a U.S. state often regarded as progressive but ranked 48th out of 50 in its treatment of people with disabilities, arguably due to a broader neoliberal focus on cost-cutting—for the past 6 years has countered this reality building a strong network of advocates through an 8-month training that develops critical awareness and advocacy skills development, and community building among individuals with disabilities (self-advocates), their parents and siblings.

Team Japan: Toshi Sasao, Michihiko Bando, Mihoko Takahashi

Identify (counter)narratives to develop the community psychology field in Japan through interactive approaches among students and professionals in Japan who identify as community psychologists, by embedding social justice in our practices and interventions.

Team Mexico: Nuria Ciofalo

The Zapatista movement has resisted governmental interventions and relations. They formed their own Buen Gobierno (Good Government) that manifests their autonomy to preserve and maintain dignified lives. Additionally, the Zapatistas created autonomous education and health systems that have inspired communities worldwide. These decolonial enactments manifest the otherwise we so desperately need amidst the collapse of Western civilization. This session will share the Zapatista pedagogy and invite participants to envision a world where many worlds fit.

Team Lisbon: Maria Vargas-Moniz & José Ornelas

The contemporary civic community faces increasing challenges regarding formal participation in official strategies and formal interagency governmental bodies, particularly when related to pressing social issues such as homelessness or violence against women. Political cycles, tend to disregard civic organisations by returning to traditional hierarchical power relations of state bodies and civic society. Therefore, we need to renovate the capacity to design values-based research and action, to be able to demonstrate direct impacts on people's lives, advocate and advance individual freedoms and achieved social rights. We discuss the potential of Mixed-methods approaches to foster peer support, leadership, and network building of people with direct lived experiences of severe phenomena acknowledging the complexities and intersectionality of themes related to homelessness, interpersonal violence and mental health promotion in Portugal (Maria Vargas-Moniz & José Ornelas APPsyCI/Ispa-Lisboa, Portugal).

Team Hampton University (HU): Dr. Vanessa Goodar & undergraduate students

Dr. Vanessa Goodar and undergraduate students in the HU Path 2 Peace Black Women's Community Psychology and Self Care Research Lab employ participatory action research (PAR) methods, such as Photovoice, to develop culturally resonant counternarratives and storytelling strategies that bring action to mental self-care struggles affecting Black women. Students are trained in Decolonial mixed methods strategies to engage in transformative, community-embedded psychology research, where systemic underfunding threatens the capacity to advance global-local solutions for health equity, mental wellness, and decolonial frameworks within marginalized populations.

Team Hawai'i: Susana Helm, Sylvia Hussey, Alberto Ricordi, Christian Zuckerman, and BEHawaii.org

The global economic market (narrative) obstructs Indigenous and other land-based cultural heritage (counter-narratives: lahui, 'āina), therefore the Lei Poina'ole Coalition Project is providing multi-disciplinary economic, agricultural, and social support to/with/by/as Native Hawaiian and other lei flower growers across Hawai'i, while using participatory approaches to coalition building and initiative evaluation. Lei Poina'ole Coalition Project is part of the BEHawaii non-profit, and funded by the Administration for Native Americans.

## Session 2

### **Title of Session:**

Cultivating Critical Perspectives, Liberation, and Transformative Communities: Decolonizing Knowledge Creation and Mobilization Strategies

### **Authors:**

Leo Wilton, Ph.D., State University of New York at Binghamton

Geraldine Palmer, Ph.D., Adler University

Sindhia Colburn, Ph.D., Nationwide Children's Hospital

Vernita Perkins, Ph.D., Omnigi Research

Moshood Olanrewaju, Ph.D., Adler University

**Abstract:**

Decolonizing knowledge involves interrogating dominant epistemologies and claiming and reclaiming ways of knowing rooted in the lived experiences, histories, and practices of BIPOC communities. As Linda Tuhiwai Smith (2021) explained in *Decolonizing Methodologies*, research and knowledge production are not neutral activities but are deeply embedded in systems of power that have historically excluded Indigenous, Black, and other silenced voices. A key element in addressing structural inequalities for BIPOC communities relates to the engagement of critical analytic frameworks—including theory, methodologies, and praxis—that connect to critical perspectives, liberation, and applications of critical theory in the community.

Community psychologists, then, must continually cultivate culturally responsive systems and practices that support BIPOC researchers, educators, and practitioners in addressing the concerns and well-being of BIPOC communities. This session will facilitate critical reflection and discussion on these topics to identify mobilization strategies or actionable steps to promote community healing, liberation, and transformation. We will specifically center understanding the contexts of structural inequalities in academia, practice, and beyond, which have historically and continue to facilitate various forms of exclusion and marginalization within institutional structures and social practices.

This half-day (four-hour) pre-conference workshop is a decolonized learning space that will help attendees develop critical mobilization strategies or action steps to co-create decolonized knowledge beyond systemic barriers and disseminate that information for vast public consumption. This workshop is designed with presentations and large and small group discussions that will provide attendees with an opportunity to integrate their experiential learning and begin the application of this learning to various kinds of contexts and modalities. This workshop will serve as a precursor for four subsequent related sessions facilitated by the Council on Cultural, Ethnic and Racial Affairs (CERA), Early Career Interest Group (ECIG), Indigenous Interest Group (IIG), and Immigrant Justice Interest Group (IJIG).

**Biennial Track Choice 1:**

Racial Justice

**Biennial Track Choice 2:**

Cultural, Racial and Ethnic Affairs (Council on Cultural, Racial and Ethnic Affairs)

**Biennial Track Choice 3:**

Immigrant Justice (Immigrant Justice Interest Group)

**Learning Objectives**

- Describe how decolonizing knowledge creation involves interrogating dominant epistemologies and claiming and reclaiming ways of knowing rooted in the lived experiences, histories, and practices of BIPOC communities.
- Explain how community psychologists can cultivate culturally responsive systems and practices that support BIPOC researchers, educators, and practitioners in addressing the concerns and well-being of BIPOC communities.
- Identify mobilization strategies or actionable steps to promote community healing, liberation, and transformation for BIPOC communities.

### Session 3

**Title of Session:**

Shaping the Future of Community Psychology Education: Collaborative Strategies for Sustainability, Diversity, and Growth

**Authors:**

Shereé M. Bielecki, EdD- Pacific Oaks College, Pasadena, CA

Olya Glantsman, PhD- DePaul University, Chicago, IL

Tiffany R. Jiménez, Ph.D - National Louis University, Chicago, IL

**Abstract****Presenter Biographies**

**Dr. Bielecki is a Professor in the School of Cultural and Family Psychology at Pacific Oaks College** in Pasadena, CA, where she also serves as the Program and Fieldwork Director for the BA in Community Psychology program.

With over 25 years of experience in education and nonprofit leadership, Dr. Bielecki is a seasoned educator, mentor, community practitioner, and advocate for social justice. Her academic background—including an EdD in Organizational Leadership, an MA in Education, and a BA in Pan African Studies—reflects her deep commitment to equity and cultural understanding.

As the CEO of Empowerment Through Equity Consulting, she collaborates with educational institutions, nonprofits, and private organizations to create inclusive learning environments, impactful curricula, and diversity-focused initiatives, while her past role as Director at A Child's Dream-CA highlights her dedication to advancing community-based programming.

Dr. Bielecki's research at the intersections of educational, community, and organizational psychology, Pan African psychology, and social justice, driving her ongoing commitment to fostering transformative change in both academic and community settings. For more information:

<https://sites.google.com/view/dr-sheree-bielecki/>

**Olya Glantsman, PhD- DePaul University, Chicago, IL**

Dr. Glantsman holds a PhD in Community Psychology and currently serves as the Program Director of the Combined BA-MS and MS Programs and the Coordinator of the Undergraduate Concentration in Community Psychology at DePaul University. She is also the Director of the Trauma Certificate program.

Her research focuses on access and attainment in academia and Community Psychology education, with particular attention to students' basic needs, such as food and housing insecurities. She is also exploring the use of technology and AI in higher education.

Dr. Glantsman's work contributes to advancing equity and student success in higher education through innovative research and program development.

**Tiffany R. Jiménez, Ph.D - National Louis University, Chicago, IL**

Dr. Jiménez is a Ecological-Community Psychologist. Our/her/their story is rooted in Mesoamerican histories, traversed through terrains of Turtle Island known as California into the Midwest U.S. Being mixed heritage, she views the world and relates as a borderlands survivor, *rajetas y sin fronteras*, queer, alternative world compost-activist.

Currently, she is most interested in how to support spaces for communicative justice using mixed and creative methodologies, developing strategies for embodying praxes of decoloniality, and engaging in collective action scholarship via liberation-oriented andragogy/pedagogy towards deep cultural and spiritual transformational change. She participates in action/service praxis and strives to enact an ecologically grounded philosophy of scholarship that connects authentic voice and inquiry with streams of public scholarship to shape our public consciousness using multi-modalities.

Dr. Jiménez is the recipient of the 2019 NLU Excellence in Research, Scholarship, and Inquiry Award, and is currently working to co-develop the ideological infrastructure needed to support ethical and deliberate community engagement across NLU for communities we serve in the Chicagoland area and beyond. She is also the internal collaborative evaluator for CLAVE: Colaborando con las Comunidades Latinx para AVanzar en Educación / Collaborating with Latinx Communities to AdVance Education, which supports doctoral student fellows and postdocs across disciplines.

She is most active in co-developing Critical Global Education for Community Psychology (<https://criticalglobaleducation.wordpress.com/>), co-developing the cultural community of Xicanx Psychology – Institute of Chicana/o Psychology (<https://razapsychology.org/>), supporting The Emergence Network (<https://www.emergencenetwork.org/>), and reflecting with others of the Society for Community Research and Action (<https://www.scra27.org/>). For more information see: <https://tiffenyjimenez.wordpress.com/>

**Session 4**

**Title of Presentation:**

Clarifying Our Vision: Building a Roadmap for the Next Five Years in CP Education

**Abstract:**

Community Psychology (CP) education faces significant challenges and opportunities in sustaining and growing the field. These include increasing diversity among students and faculty, strengthening the visibility of CP as a career path, and fostering innovative training programs. This pre-conference session hosted by the Council of Education (COE) aims to engage participants in a collaborative exploration of these issues to develop actionable strategies for the next five years.

Participants will begin with an overview of recent survey findings and historical trends, highlighting recurring challenges and emerging opportunities in CP education. Through a dynamic World Café format, attendees will reflect on strengths, challenges, and opportunities in CP education, sharing best practices and setting priorities for future action. In small group discussions, participants will generate goal statements and identify strategies to address pipeline issues, operationalize core CP competencies, and promote sustainable program practices.

The session will culminate in actionable recommendations for advancing CP education, which will be shared at a follow-up Town Hall. This session will serve as a launchpad for ongoing dialogue, networking, and collaborative initiatives aimed at strengthening the field's impact and sustainability.

**Biennial Track Choice 1:**

Education (Council on Education)

**Biennial Track Choice 2:**

Education (Council on Education)

**Biennial Track Choice 3:**

Education (Council on Education)

**Learning Objectives**

1. Analyze current challenges and opportunities in CP education based on recent survey data and participant insights.
2. Develop collaborative strategies to promote sustainability, diversity, and innovation in CP education programs.
3. Establish a shared vision and action plan for the next five years, informed by diverse perspectives from participants.
4. Identify resources and networks to support the implementation of actionable goals in CP education.
5. Create a foundation for ongoing discussions and initiatives, including a Town Hall to refine and operationalize session outcomes