2017 Biennial Conference
Transformative Community Psychology

Society for Community Research and Action
June 21 - 24, 2017. Ottawa, Canada.

SCRA
SOCIETY FOR COMMUNITY
RESEARCH AND ACTION

WILFRID LAURIER UNIVERSITY
LAURIER
Inspiring Lives!

uOttawa

Contents

Words of Welcome

Dear Biennial Participants,

Welcome to Ottawa and the University of Ottawa! The Centre for Research on Educational and Community Services at the University of Ottawa, in partnership with the Community Psychology Program and the Centre for Community Research, Learning, and Action at Wilfrid Laurier University, is honoured to host the 2017 Biennial Conference of the Society for Community Research and Action (SCRA). This first SCRA conference outside of the United States provides a tremendous opportunity to feature the great transformative community research and action that is happening in Canada and around the world.

The 2017 Biennial Conference is occurring in the week before an important historical moment in Canada – the 150th anniversary of Confederation on July 1st – so be on the lookout for events and festivities leading up to the big day. Wednesday, June 21st, the first day of the conference, is also Canada's National Aboriginal Day, a celebration of the unique heritage, diverse cultures, and outstanding achievements of the nation's Indigenous peoples.

The theme of the conference is "Transformative Community Psychology." Much of Canada has enjoyed a progressive history on social issues, such as universal health care, health promotion, early childhood interventions, immigration, and LGTBQ2 rights. However, this conference is also an opportunity to critically reflect on the many areas where further progress is needed, including addressing Canada's colonial history and working toward compliance with the United Declaration of Indigenous Rights. As we welcome our international colleagues, we hope that the 2017 Biennial Conference sessions will highlight and share ideas about those critical areas where and how community research and action can make a transformative impact.

We strongly support efforts to reduce our environmental footprint as a society and, thus, encourage you to consider your environmental impact as you travel to and participate in the conference. Consider actions such as car-sharing, bringing a re-usable water bottle, sorting waste, and other little steps that together can make a big difference.

A few other things to keep in mind:

» Late June weather in Ottawa is typically warm – averaging around 25°C or 77°F. There is also often a fair chance of rain so be prepared for that possibility.

» Please share your conference experiences on Twitter using the hashtag #SCRA2017.

» Make an effort to get into the community—walk around, visit local business, take advantage of different tours, and join us for the social events on Thursday evening!

» For the conference sessions at the nearby Shaw Centre, shuttle buses will be available from campus. Alternatively, it is a 10 minute walk from the University of Ottawa's Social Sciences Building along Ottawa's beautiful canal.

» If you are lost or require information, look for our volunteers wearing SCRA hats.

» Please be aware the conference is a scent-free environment.

Have a wonderful time, and please let us know if you need anything! Your 2017 Local Biennial Planning Committee,

John Sylvestre & Tim Aubry
Centre for Research on Educational and Community Services, uOttawa

Manuel Riemer & Simon Coulombe
Centre for Community Research, Learning, and Action
Wilfrid Laurier University

uOttawa

Université d'Ottawa
Cabinet du recteur

University of Ottawa
Office of the President

2017 SCRA Biennial Conference

On behalf of the University of Ottawa, I am delighted to welcome you to the 16th Biennial Conference of the Society for Community Research and Action, which brings community psychologists from all over the world to our campus. It is a meaningful opportunity to share research and practice experience with the aim of promoting social justice and strengthening our communities and social services to better support our neighbours in need.

Founded in 1848, the University of Ottawa is the largest bilingual (French-English) university in the world, and is dedicated to the pursuit of excellence and discovery, to promoting bilingualism, and to the promotion of French culture in Ontario. With more than 40,000 students, 5,000 employees and more than 210,000 alumni, the University boasts a vibrant scholarly community and is one of Canada's top 10 research-intensive universities.

Your conference this year is hosted by our colleagues from the Centre Research on Educational and Community Services and the School of Psychology. For 18 years the Centre has provided the University of Ottawa with exceptional leadership in community-based research and program evaluation and has a provided a model of engaged scholarship to the university community. At the same time, the School of Psychology is celebrating its 75th anniversary and its legacy of research advances and training of clinical psychologists. The School of Psychology recently launched its Social/Community psychology section which we are confident will strengthen its position as a leader in Canada in applied research training to inform evidence-based social programs and public policies, particularly for vulnerable populations.

With our campus located in the heart of Canada's capital, I invite you to enjoy your time here and to explore the many sights and events that Ottawa-Gatineau region has to offer!

Sincerely,

Jacques Frémont
President and Vice-Chancellor

☎ 613-562-5809
🖨 613-562-5103

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Faculté des sciences sociales
Faculty of Social Sciences

uOttawa

120, rue Université / University Pvt., Ottawa ON K1N 6N5

2017 SCRA Biennial Conference — Ottawa, Ontario, Canada

Welcome Words from the Dean of the Faculty of Social Sciences, Ottawa University

Welcome to the University of Ottawa, a unique downtown campus located in the heart of Canada's nation capital. As Dean of the Faculty of Social Sciences, I am delighted to host this 16th Biennial Conference of the Society for Community Research and Action (SCRA), and honoured to be part of such an exceptional gathering of Canadian and international community psychologists.

The University of Ottawa is Canada's largest bilingual (French-English) institution in the world and is one of the country's leading research intensive universities. As for the Faculty of Social Sciences, it is the largest on campus, with over 10,000 students, 9 academic units, 270 full-time professors, and a wide array of programs and research clusters.

As an academic institution, our interest and involvement in community psychology is evolving and expanding mainly through our School of Psychology. In 1996, a research unit, currently known as the Centre for Research on Educational and Community Services (CRECS), was created by Professors Tim Aubry and Robert Flynn. This research unit provided an initial portal for community organizations to link up with the University of Ottawa faculty and students and collaborate on research projects that would contribute to developing and improving health and social services. Today CRECS collaborates in research, evaluation, and training with organizations in the educational, social service, and health sectors to improve social programs and policies for citizens, especially those facing social exclusion. Efforts from the School have also been devoted over the last few years towards the creation of a Social/Community section that provides students the opportunity to pursue studies in community psychology.

I wish to congratulate and thank the SCRA organizing committee for their tremendous work and especially the members of the local planning committee co-chaired by Tim Aubry, Director of the School of Psychology, John Sylvestre, Director of the Centre for Research on Educational and Community Services, and Manuel Riemer, a colleague from the Centre for Community Research, Learning, and Action, at Wilfrid Laurier University.

I hope you enjoy your meetings and the opportunities to meet with your colleagues. Don't forget to take some time to explore our beautiful campus and attend the festive events marking the 150th celebration of Canada's Confederation

Best wishes for a successful conference.

Marcel Mérette
Dean, Faculty of Social Sciences
University of Ottawa

Acknowledgements

Biennial Planning Committee

Co-Chairs
» John Sylvestre and Tim Aubry. University of Ottawa

» Manuel Riemer and Simon Coulombe. Wilfrid Laurier University

University of Ottawa
» Virginie Cobigo

» Elisa Romano

» Alejandro Gomez

» Alexia Polillo

» Nick Kerman

» Aia Hassan

» Jennifer Rae

» Jonathan Samosh

» Alyssa Louw

» Rebecca Cherner

Student Coordinators
» Casey Fulford

» Konrad Czechowski

Wilfrid Laurier
» Carlos Luis Zatarain

» Ellis Furman

» Laine Bourassa

Special thanks to
» Jean Hill

» Rachel Storace

» Kayla St-Jean and Fiby Labib

» Nathalie Saumure

» Francine Lavack

We would also like to thank all reviewers and volunteers for their hard work.

We would like to acknowledge that the land on which we gather for this conference is traditional unceded Algonquin territory.

WiFi @ uOttawa:
SSID guOttawa
No password necessary, a device should connect automatically once the network is selected.

There will also be free wifi at the Shaw Centre lobby.

Social and Special Events

TUESDAY JUNE 20

Policy Workshop, 1:00 to 5:00 pm

FSS 4006. Pre-conference workshop offered by the SCRA Policy Committee

WEDNESDAY, JUNE 21

Lessons learned from the implementation of Housing First: A conversation with Sam Tsemberis, 10:30-11:45 am

The conversation session will provide the audience an opportunity to hear from Dr. Sam Tsemberis, recipient of the 2016 APA Award for Distinguished Contributions to Independent Practice and founder of "Pathways Housing First", a transformative approach for ending chronic homelessness. In the session that will use an interview format, Dr. Tsemberis will talk about how he has used community psychology methods to scale up Housing First in countries throughout the world. Location: FSS 1400.

THURSDAY JUNE 22

Group Run, 7AM

We will do a 5km loop along the Rideau Canal and the Ottawa River pathways. Meet outside of the FSS building. Free No registration required. **Contact: Jennifer Rae   jrae010@uottawa.ca**

Ottawa Walking Tour, 2:30 pm to 4 pm

A free self-guided group walking tour through Ottawa's historic downtown with the "Canada's Capital Walking Tour" app! Meet outside of the FSS building. No registration required. **Contact: Jonathan Samosh   j.samosh@uottawa.ca**

Women's Night Out. 7:00 to 9:00 pm @ Cafe Nostalgica

FRIDAY JUNE 23

Outdoor Yoga. 8:30 am to 9:30 am

Enjoy an hour-long outdoor yoga session led by a certified instructor. Yogis of all abilities are welcome! Where: The lawn outside of Tabaret Hall on campus (550 Cumberland St). Just show up! Bring your own mat or towel if you have one. **Contact: Alyssa Louw alouw029@gmail.com**

Awards - Global Alliance for Behavioral Health and Social Justice. 1:00 to 2:15 pm

Global Alliance for Behavioral Health and Social Justice. Fauteux Hall 147

Banquet. 6:30pm to 11:00pm. Shaw Centre

SATURDAY JUNE 24

Tour of Parliament . 9:30 am to 11am

Learn about Canada's history and political system. Meet at the Centennial Flame on Parliament Hill at 9:20am Please register in advance – spaces are limited! **Contact: Rebecca Cherner   rcherner@uottawa.ca**
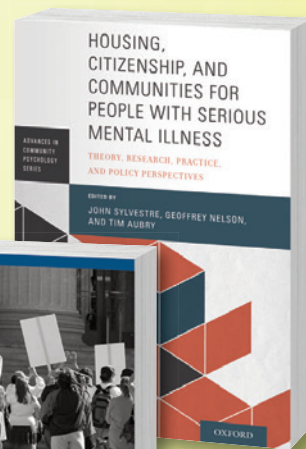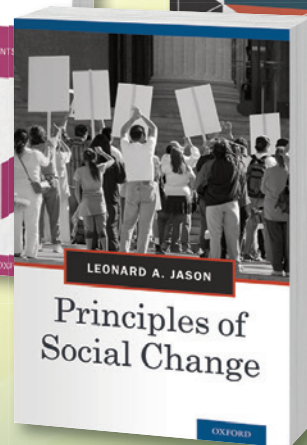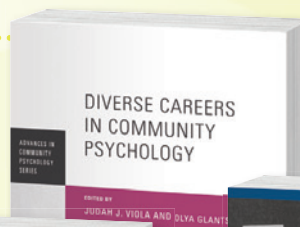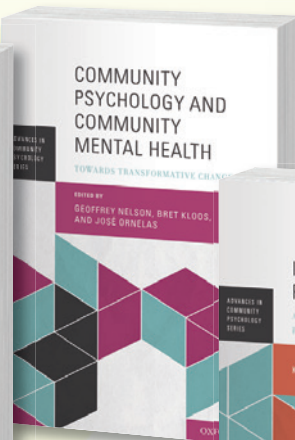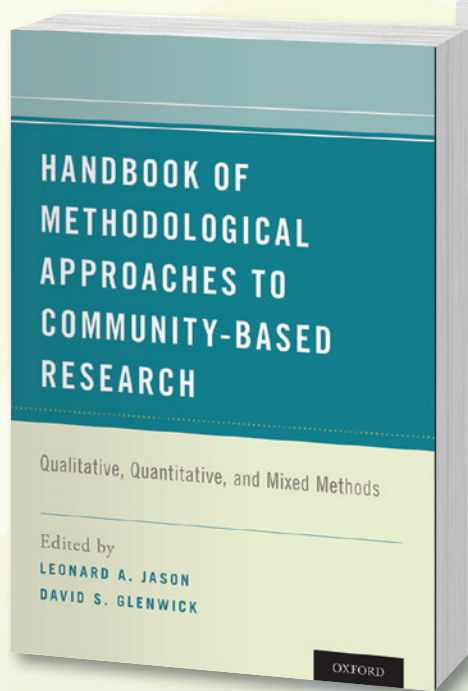
Emergency Contact Information

» University of Ottawa Protection Services

» Non-emergency: 613-562-5499

» Emergency: 613-562-5411

Protection Services security guards are trained in first aid, have a defibrillator, and know the campus thoroughly. They are able to assess the severity of the emergency and communicate the information effectively to the emergency services.

Ottawa Police, Ambulance, Fire: 911

General Information

Information about the City of Ottawa and conference FAQs can be found on the Biennial Website.
Every year, we work hard to be a greener conference, so we minimize the use of paper. The full program and other interactive functions are available in an application for smartphones and tables.

The name of the app is **SCRA 2017 Biennial**. For more information, search for the app on your phone or tablet, and/or go to
https://guidebook.com/g/2dp6gx8y/"

For more information, search for the app on your phone or tablet, and/or go to https://guidebook.com/g/2dp6gx8y90mkz-20161130141221

Registration and Check-In

Before attending sessions, please be sure to register/check-in to receive your name badge and other materials. Registration desks are located in the lobby of the first floor of the Faculty of Social Sciences (FSS) building

Registration times:

» Wednesday, June 21st   7:30am - 4:30pm

» Thursday, June 22nd   7:30am - 4:30pm

» Friday, June 23rd   7:30am - 4:30pm

» Saturday, June 24th   7:30am - 12:30pm

Accessibility

The FSS building, where most conference activities are being held, is considered to be a fully accessible building. However, there is currently construction outside of the main accessible entrance. Volunteers will be directing to the alternative entrance, and assisting. Unfortunately Vanier Hall (VNR)(VNR)and Monpetit Hall (MNT) room 204 are not fully accessible. If you have any specific needs or problems, please inform us at the registration desk Prior to the conference, please email Casey Fulford (cfulford@uottawa.ca) about any accessibility needs.

The Shaw Centre is a fully accessible facility. For more information, please visit http://www.shaw-centre.com/about-us/accessibility/

Meals

All meals at the University of Ottawa will be served in the main lobby of the Faculty of Social Sciences Building (FSS) and in room FSS 4007. The majority of meals will be served in the main first floor lobby of the Faculty of Social Sciences building, and a smaller proportion in FSS 4007.

All meals catering to special dietary requirements served at the University of Ottawa will be served in the first floor main lobby of the Faculty of Social Sciences building.

» Vegetarian and vegan boxed lunches will be labelled, but they will not have participant names on boxes

» Participants with allergies and/or other dietary restrictions (i.e., not just vegan or vegetarian) will have boxed lunches labelled with their names. (NOTE: this is only applicable to attendees who registered before June 9th)

» Meals for those with allergies and/or other dietary restrictions will all be served on the first floor location, not in FSS4007

Meals at the Shaw Centre will be served in the rooms in which the conference will be held on a given day (all on the second floor of the building).

Shuttles from The University of Ottawa to Shaw Centre

Shuttles will carry conference participants between University of Ottawa Campus and the Shaw Centre at the start and finish of each event. The **ten**-minute walk of 1.1 kilometers (0.7 miles) will very likely be quicker than the bus after considering time for a bus to fill up. Two buses will shuttle between both venues for an hour during the following times:

WEDNESDAY JUNE 21ST

» LMX – Shaw 3:30pm – 4:30pm

» Shaw – LMX 8pm – 9pm

THURSDAY JUNE 22ND

» LMX – Shaw 7:30am – 8:30am

» Shaw – LMX 11:30am – 12:30pm

FRIDAY JUNE 23RD

» LMX – Shaw 5:30pm – 6:30pm

» Shaw – LMX 9pm – 10pm

Campus pick up and drop off will be right in front of the Lamoureux Hall (LMX) building, just across the street from the Social Sciences (FSS) building. Shaw Centre pickup and drop off will be immediately in front of the front entrance.

» Lamoureux Hall (LMX), 145 Jean-Jacques-Lussier Private, Ottawa, ON K1N 9A7

» Shaw Centre, 55 Colonel By Dr, Ottawa, ON K1N 9J2

Maps

FSS Main Lobby

Legend:
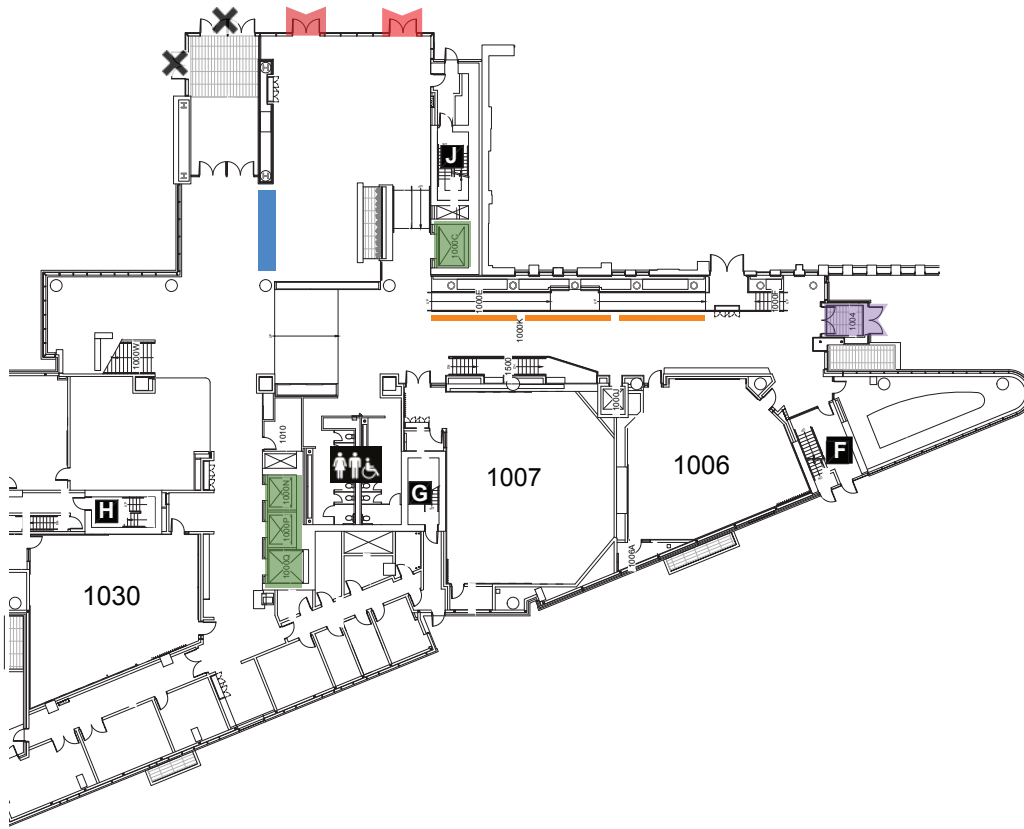
- 🟩 Elevators
- 🚹🚺♿ Bathrooms
- 🟧 Meals
- 🟦 Registration
- 🟪 Exit towards Shaw Centre along Rideau Canal
- 🟥 Alternate building entrance

Alternate entrances have been marked with red colour and may not be accessible to those with specific accessibility needs; these doors do not open automatically for wheelchair use. However, volunteers will be stationed outside them to assist.

Shaw Centre
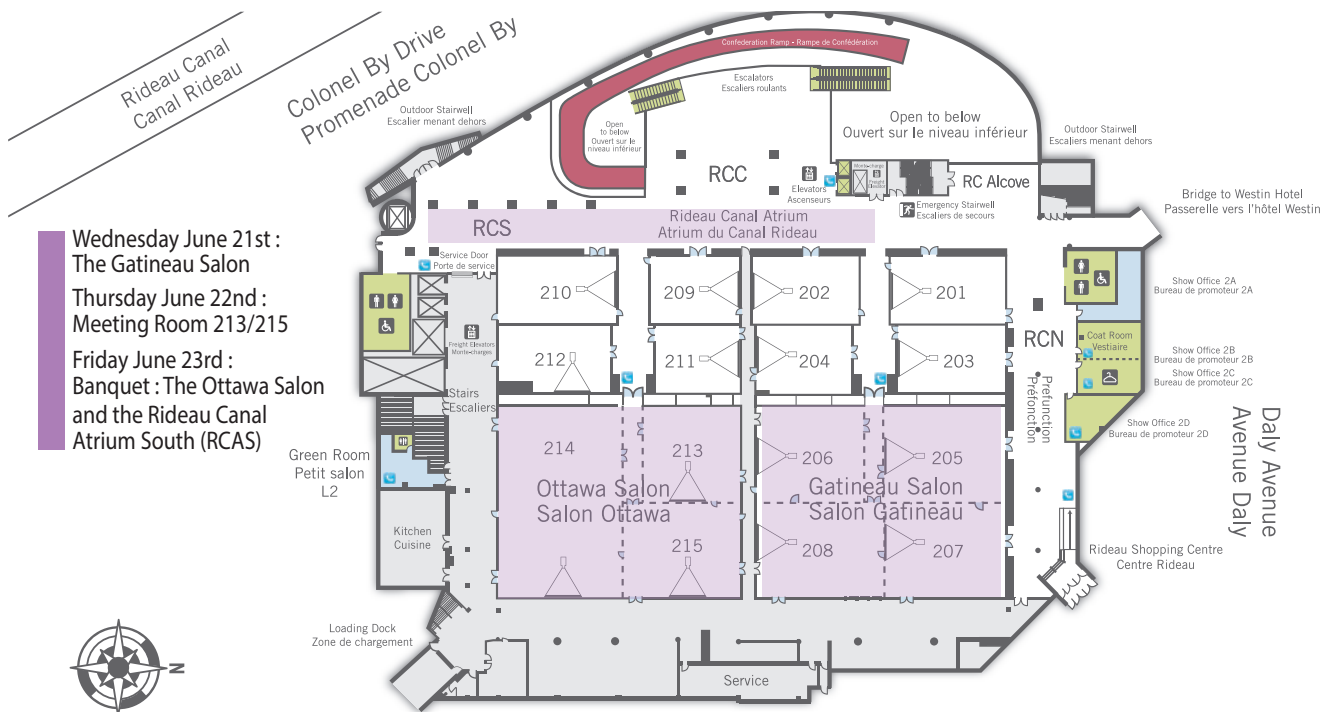
Wednesday June 21st :
The Gatineau Salon

Thursday June 22nd :
Meeting Room 213/215

Friday June 23rd :
Banquet : The Ottawa Salon and the Rideau Canal Atrium South (RCAS)

Fauteux Hall (FTX)

Montpetit Hall (MNT)

Lamoureux Hall (LMX)

Vanier Hall (VNR)

Faculty of Social Sciences Building (FSS)

University of Ottawa

Henderson Ave

King Edward Ave

Nelson St

Wilbrod St

Stewart St

Osgoode St

Copernicus St

Ring Ln

Cumberland St

Daly Ave

Bessere

Waller St

Colonel By Dr

Queen Elizabeth Dr

Department of National Defence

Les suites

Novotel

200 m to Marriot Hotel

Shaw Centre

Mackenzie King Bridge

National Arts Centre

Confederation Park

Marion Dewar Plaza

Ottawa City Hall

CF Rideau Centre

The Bay

George St

Lord Elgin

Queen St

ster St

Public Library

Fairmont Château Laurier, Ottawa

Hill Park

The National War Memorial

Metcalfe St

Conference Buildings

Hotels

Public Bus Stops

Shuttle Pick Up/Drop Off Zone

uOttawa Campus Map

Campus principal — Main Campus

uOttawa
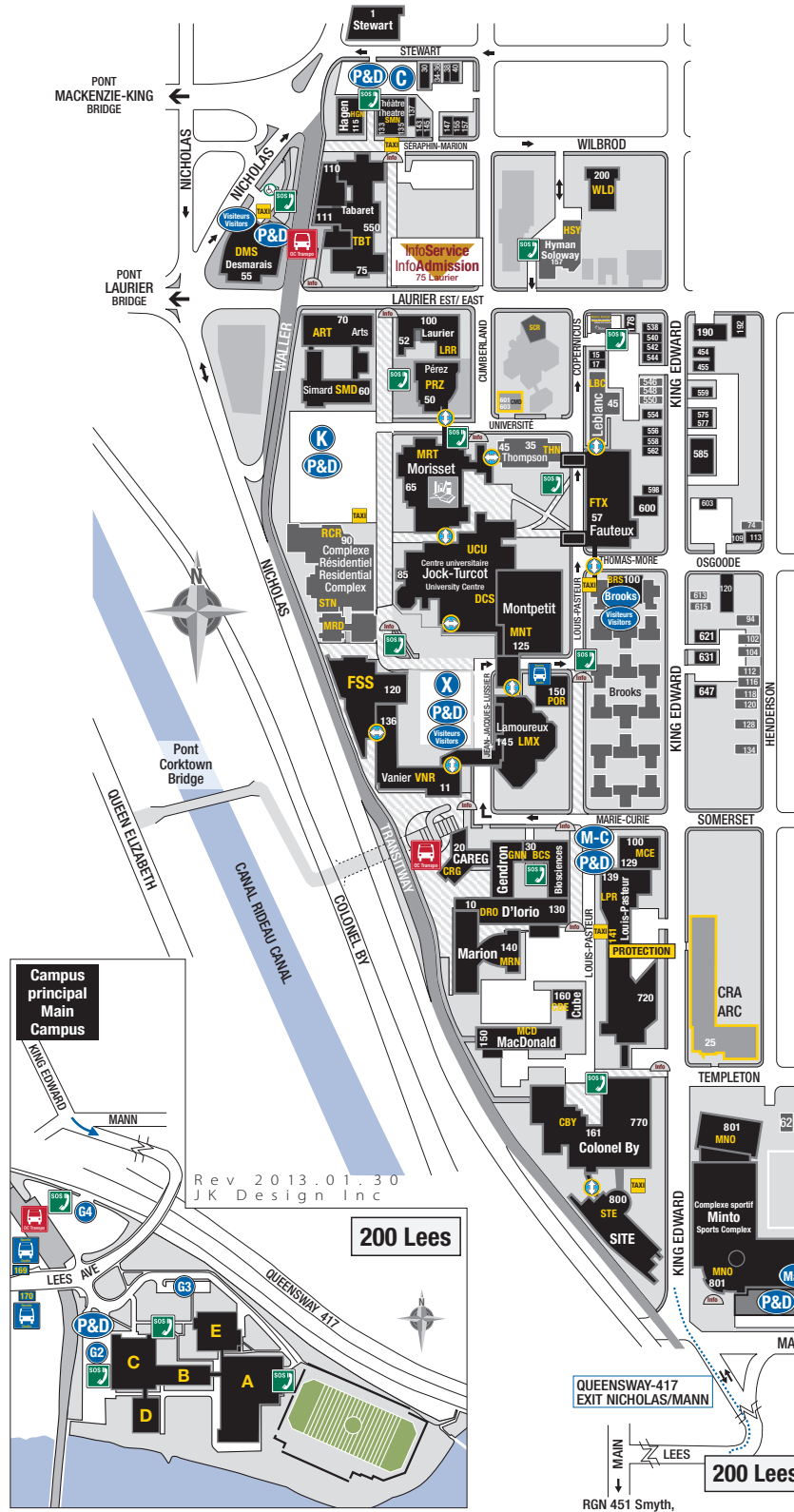
Admission / Admissions

1er cycle / Undergraduate
InfoAdmission
Tabaret TBT
75 Laurier est/east

2e et 3e cycles / Graduate
Hagen HGN
115 Séraphin-Marion

Faculté / Faculty

Arts
Simard SMD
60 Université / University

Droit / Law
Fauteux FTX
57 Louis-Pasteur

École de gestion Telfer
Telfer School of Management
Desmarais DMS
55 Laurier est/east

Éducation / Education
Lamoureux LMX
145 Jean-Jacques Lussier

Études supérieures / Graduate Studies
Hagen HGN
115 Séraphin-Marion

Génie / Engineering
Colonel By CBY
161 Louis-Pasteur

Médecine / Medicine
Guindon RGN
451 Smyth

Sciences / Science
Gendron GNN
30 Marie-Curie

Sciences de la santé / Health Sciences
Guindon RGN
451 Smyth

Sciences sociales / Social Sciences
Pavillon des sciences sociales
Social Sciences Building FSS
120 Université / University

Légende / Legend

- **P&D** Distributrice de permis — Pay & Display Parking
- **Visiteurs Visitors** Stationnement visiteurs — Visitors Parking Lot
- Navette — Shuttle
- OC Transpo
- Bibliothèque — Library
- **TAXI** Taxi - point d'embarquement — Taxi Pick-up Point
- **Info** Information
- **SOS** Téléphone de secours — Emergency Telephone
- Passerelle
- Construction

Map labels

PONT MACKENZIE-KING BRIDGE
PONT LAURIER BRIDGE
Pont Corktown Bridge
NICHOLAS
WALLER
STEWART
SÉRAPHIN-MARION
WILBROD
LAURIER EST / EAST
CUMBERLAND
UNIVERSITÉ
COPERNICUS
KING EDWARD
OSGOODE
HENDERSON
SOMERSET
MARIE-CURIE
LOUIS-PASTEUR
THOMAS-MORE
JEAN-JACQUES-LUSSIER
TRANSITWAY
COLONEL BY
QUEEN ELIZABETH
CANAL RIDEAU CANAL
TEMPLETON
MANN
LEES AVE
QUEENSWAY 417

1 Stewart
110
111 Tabaret 550 TBT 75
DMS Desmarais 55
InfoService InfoAdmission 75 Laurier
Hagen 115 HGN
Théâtre
200 WLD
Hyman Soloway 101 HSY
70 ART Arts
100 Laurier LRR 52
Pérez 50 PRZ
Simard SMD 60
MRT Morisset 65
45 Thompson 35 THN
FTX 57 Fauteux 600 598 603
RCR 90 Complexe Résidentiel Residential Complex STN MRD
UCU Centre universitaire Jock-Turcot University Centre 85 DCS
Montpetit MNT 125
Brooks
BRS 100 Brooks Visiteurs Visitors
FSS 120 136
Lamoureux 145 LMX
Vanier VNR 11
150 POR
20 CAREG CRG
30 GNN BCS Gendron Biosciences
M-C 100 MCE 129 139 LPR
10 DRO D'Iorio 130
Marion 140 MRN
160 BRE Cube 720
150 MCD MacDonald
CBY 161 770 Colonel By
800 STE SITE
PROTECTION
CRA ARC 25
801 MNO
Complexe sportif Minto Sports Complex
MNO 801
Mann
M
QUEENSWAY-417 EXIT NICHOLAS/MANN
200 Lees
MAIN LEES
RGN 451 Smyth

K P&D
X P&D

Campus principal Main Campus
KING EDWARD
MANN
200 Lees
G4 G3 G2
E C B A D
170 160

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Social Media

Tuesday June 20

Keep the conversation going during the conference: #SCRA2017 . You can use the hashtag #SCRA2017 on platforms including Twitter, Instagram, & Facebook

Follow us on Twitter @SCRA_2017

Keep discussions going all year long with #CommPsych

Like us on Facebook @scra27: https://www.facebook.com/SCRA27/

Download the free mobile app "Guidebook" for the 2017 biennial program in iTunes or Android:

WILFRID LAURIER UNIVERSITY
LAURIER
Inspiring Lives.

Social Sciences Building FSS
120 University, Room **4006**

Social Sciences Building FSS
120 University, Room **6032**

MORNING

9:00 AM – 3:00 PM
SCRA Council on Education's Annual Meeting

SNACK - SNACK - SNACK - SNACK - SNACK - SNACK - SNACK - SNACK - SNACK - SNACK - SNACK - SNACK - SN

1:00 PM – 5:00 PM
Policy Workshop

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4:00 PM – 7:00 PM
Executive Committee Meeting

EVENING

6:30 PM – 9:30 PM

Cafe Nostalgica
Social Event
Pub Night for early attendees

Wednesday June 21

Social Sciences Building FSS **Main Lobby & 4007**	Social Sciences Building FSS 120 University, **1005**	Social Sciences Building FSS 120 University, **1006**	Social Sciences Building FSS 120 University, **2005**

MORNING

8:00 AM – 8:50 AM

Breakfast

8:00 AM – 8:50 AM

Rural Interest Group Meeting

9:00 AM – 10:15 AM

Building Evaluation Capacity in Community Based Service Agencies

9:00 AM – 10:15 AM

An International Study of Program Fidelity of Housing First Programs

9:00 AM – 10:15 AM

Ignite Session 1

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10:30 AM – 11:45 AM

Using innovative nonprofit evaluation capacity building as a catalyst for transformative community change

10:30 AM – 11:45 AM

Families Experiencing Homelessness in Canada: A Closer Look at Pathways, Relational Impacts, and Future Directions

10:30 AM – 11:45 AM

Ignite Session 2

AFTERNOON

11:45 AM – 1:00 PM

Lunch & Mentoring

11:45 AM – 1:00 PM

Children, Youth and Families Interest Group Meeting

1:00 PM - 2:15 PM

Community data for collective impact: What does success look like?

1:00 PM - 2:15 PM

Sowing Seeds of Change: Youth Engagement with Community Gardens

1:00 PM - 2:15 PM

Ignite Session 3

SNACK - SNACK- SNACK - SNACK - SNACK-

2:30 PM - 3:45 PM

15 Years of Collective Voices: Evolving the Methodology, Strategies, and Data Tools for a City-wide Community Survey

2:30 PM - 3:45 PM

Policy Engagement and Competency Development: Opportunities, Resources and Pathways

2:30 PM - 3:45 PM

Ignite Session 4

Social Sciences Building FSS 120 University, **4004**	**Social Sciences Building FSS** 120 University, **4006**	**Social Sciences Building FSS** 120 University, **4012**	**Social Sciences Building FSS** 120 University, **4014**

MORNING

8:00 AM − 8:50 AM Disabilities Interest Group Meeting	**8:00 AM − 8:50 AM** Early Career Interest Group Meeting		
9:00 AM − 10:15 AM Philanthropy, nonprofits, and the U.S. government: Scaling up (...)	**9:00 AM − 10:15 AM** Community Interventions to Improve Social Determinants of Diet and Physical Activity	**9:00 AM − 10:15 AM** A Library of Things	**9:00 AM − 10:15 AM** Poittu Varen: Relational and Ethical Practices for Translocal Community Partnerships

SNACK - SNACK- SNACK - SNACK - SNACK-

10:30 AM − 11:45 AM Building AIDS competent communities: The Connect-to-Protect Coalitions	**10:30 AM − 11:45 AM** Unpacking participation among people with disabilities across domains of life and meaningful settings	**10:30 AM − 11:45 AM** Myths, Metaphors & Moguls: A Workshop on Causal Layered Analysis Methodology	**10:30 AM − 11:45 AM** Ecological approaches to intervention development for vulnerable and displaced populations (...)
11:45 AM − 1:00 PM International Committee Meeting	**11:45 AM − 1:00 PM** Community Health Interest Group Meeting	**11:45 AM − 1:00 PM** Aging Interest Group Meeting	

AFTERNOON

1:00 PM - 2:15 PM Where are the Helpers? Need and Availability of Social Support in Underserved Communities	**1:00 PM - 2:15 PM** StoryTaler—Promoting well-being and reducing stigma through stories		**1:00 PM − 2:15 PM** Transforming communities worldwide through SCRA mini-grants programs: Next steps in making an impact

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2:30 PM - 3:45 PM Social Justice and Well-being in Hidden Communities around the World: Conceptual and Methodological Issues	**2:30 PM - 3:45 PM** Critical Health Perspectives in Community Psychology: Shifting from health and well-being to liberation	**2:30 PM - 3:45 PM** Collaborating for Equity and Justice: Moving Beyond Collective Impact	**2:30 PM - 3:45 PM** Psychosocial interventions after disasters: support or accompaniment

Wednesday June 21

Social Sciences Building FSS 120 University, **5028**	**Social Sciences Building FSS** 120 University, **6004**	**Social Sciences Building FSS** 120 University, **6032**	**Social Sciences Building FSS** 120 University, **7035**

MORNING

		8:00 AM – 8:50 AM Council of Education Roundtable Session for Training Directors	
9:00 AM – 10:15 AM Stitching Stories: a ceremony of cross-cultural psycho-narrative restoration	9:00 AM – 10:15 AM The Emperor Has No Clothes? Seeing Racism and Climate Change from Global Perspectives	9:00 AM – 10:15 AM An international homeplace for Community Psychology: globalization, colonization (...)	

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10:30 AM – 11:45 AM Invoking Ixchel, Goddess of medicine and maternity: Bringing Indigenous paradigms to the center of discourse	10:30 AM – 11:45 AM Navigating Community-University Research Partnerships in Neoliberal Times	10:30 AM – 11:45 AM Advancing Youth Development Programming through Methods that Attend to Context, Process and Participants	10:30 AM – 11:45 AM Support System Responses to Violence Against Women

AFTERNOON

1:00 PM - 2:15 PM (...)Translating a Transformative Community Initiative to a New Global Context in a Culturally and Contextually-responsive Way	1:00 PM - 2:15 PM Using Network Analysis in Community Psychology: Practices and Best Practices	1:00 PM - 2:15 PM Experiences and Needs of Families Experiencing Homelessness in the United States	1:00 PM - 2:15 PM Leading Responses of Community Psychologists to the Global Forced Migration Crisis

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2:30 PM - 3:45 PM Development of Racial Justice Values for the Classroom	2:30 PM - 3:45 PM Systemic and Community Level Challenges in Implementing Evidenced Based Programs for Justice Involved Individuals	2:30 PM - 3:45 PM Voices: Building Trust Through Engaging Community A Case Study of a Police Training Program	

Wednesday June 21

Social Sciences Building FSS 120 University, **14001**	Montpetit Hall (MNT) 125 University, **203**	Vanier Hall (VNR) 136 Jean-Jacques Lussier **3035**
8:00 AM – 8:50 AM Lesbian, Gay, Bisexual and Transgender Concerns Interest Group Meeting		
9:00 AM – 10:15 AM Group Level Assessment: A Multipurpose Method for Engaging Young People in Youth Participatory Action Research	**9:00 AM – 10:15 AM** Building capacity to address mental illness and emotional distress in low-resource settings and among refugee populations	**9:00 AM – 10:15 AM** Healing After the US Election: What is a Community Psychologist to Do?

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AFTERNOON

10:30 AM – 11:45 AM Lessons learned from the implementation of Housing First: A conversation with Sam Tsemberis	**10:30 AM – 11:45 AM** New Americans in the New South: Acculturation & Youth Development	**10:30 AM – 1:00 PM** SCRA SoundBooth 1: On-site RadioActive interviews to build CP visibility (drop in)
11:45 AM – 1:00 PM Criminal Justice Interest Group Meeting		
	1:00 PM - 2:15 PM Exploring collaborative initiatives around Indigenous topics	**1:00 PM - 2:15 PM** Black Lives Matter and Community Psychology: Exploring a 21st Century Social Movement

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	2:30 PM - 3:45 PM Housing Insecure Children and Young Adults in the Context of Major U.S. Institutions	**2:30 PM - 3:45 PM** "Let us Put Our Minds Together and See What Life We Can Make for Our Children"

SHAW CENTRE

4:30 PM - 5:00 PM

Welcome

5:00 PM - 6:00 PM

Opening Plenary: Natan Obed

6:00 PM - 8:30 PM

Reception

Thursday June 22

Social Sciences Building FSS Main Lobby & 4007	Social Sciences Building FSS 120 University, **1005**	Social Sciences Building FSS 120 University, **1006**	Social Sciences Building FSS 120 University, **1007**

AFTERNOON

12:00 PM – 1:15 PM Lunch & Mentoring	**12:00 PM – 1:15 PM** Organizational Studies Interest Group Meeting		
1:15 PM - 2:30 PM **Poster Session 1** **FSS4007**	**1:15 PM - 2:30 PM** Civic Engagement and Participatory Activities within Organizations	**1:15 PM - 2:30 PM** Conducting Qualitative Research in Community Psychology: The Story behind the Stories	**1:15 PM - 2:30 PM** Understanding and Reducing Inequality in Settings and Spaces: Implications for Youth and Community Wellbeing
	2:45 PM - 4:00 PM Tools and Resources for Community Psychology Practice	**2:45 PM - 4:00 PM** Community University Partnership on Indigenous Rights and Resource Governance	**2:45 PM - 4:00 PM** Complex systems science in Community Psychology: A Town Hall for innovating research and action

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	4:15 PM - 5:30 PM Decoloniality in community psychology: Power, praxis, and Southern theorizing	**4:15 PM - 5:30 PM** Advancing Theory in Community Psychology: Mattering and Power, Cyclical Multilevel Empowerment, and Regenerative Sustainability	

EVENING

5:30 PM - 7:30 PM
APA Handbook Celebration

SHAW CENTRE

8:30 AM – 9:30 AM

Second Plenary: Danielle Martin

10:00 AM – 11:30 AM

Presidential Address & The Seymour B. Sarason Award

Social Sciences Building FSS 120 University, **1030**	Social Sciences Building FSS 120 University, **2005**	Social Sciences Building FSS 120 University, **4004**	Social Sciences Building FSS 120 University, **4006**
		12:00 PM – 1:15 PM Committee on Women Meeting	**12:00 PM – 1:15 PM** Self Help and Mutual Support Interest Group Meeting
1:15 PM - 2:30 PM Mattering and Diversity in Educational Settings: Struggles, Strengths, and Solutions	**1:15 PM - 2:30 PM** Can Community Life Be Transformed? And How Might We Help Transform It?	**1:15 PM - 2:30 PM** It's about relationships: Decolonization, arts-based research, and solidarity building between Black and Indigenous communities	**1:15 PM - 2:30 PM** Capturing Complex Collaborative Impact: Tools for Designing Multi-Level Evaluations for Action
2:45 PM - 4:00 PM From engagement to resistance: The pyramid of engagement and water activism in two Canadian communities	**2:45 PM - 4:00 PM** Ignite Session 5	**2:45 PM - 4:00 PM** Community-based Approaches to Addressing Health Disparities and Promoting Health Equity	**2:45 PM - 4:00 PM** Integrating Community Psychology and Positive Psychology for Promoting Well-being: Intersections, Complementarities and Challenges

AFTERNOON

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4:15 PM - 5:30 PM (...)Empowering Stakeholders to Identify, Understand and Modify Drivers of Implementation Outcomes in Health Systems	**4:15 PM - 5:30 PM** Interrogating Whiteness in the Context of Community Based Research and Action	**4:15 PM - 5:30 PM** Partnering with Universities for Transformative Campus Change	**4:15 PM - 5:30 PM** Militarized Policing and its Threats to our World Communities

Come celebrate SCRA authors!!

Biennial Reception
Thursday June 22nd
5:30-7:30 PM
Room 4007
Faculty of Social Sciences
Building
University of Ottawa

Thursday June 22

Social Sciences Building FSS
120 University, **4012**

12:00 PM – 1:15 PM

Environment and Justice Interest Group Meeting

1:15 PM - 2:30 PM

Methods Seeking the Psyche of a City: A Conversation on Detroit, Community Psychology, Liberation, and the Arts

2:45 PM - 4:00 PM

Youth community organizing and positive youth development: Bringing together the best of both worlds

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4:15 PM - 5:30 PM

Power in voice: An oral histories listening event

Social Sciences Building FSS
120 University, **5028**

12:00 PM – 1:15 PM

SCRA SoundBooth 2: On-site RadioActive interviews to build CP visibility (drop in)

1:15 PM - 2:30 PM

You Matter, Your Body Matters: Addressing barriers to sexual health service access for women with psychiatric disabilities

2:45 PM - 4:00 PM

Up the Community Psychologist

4:15 PM - 5:30 PM

Civic Engagement in a Community Psychology Framework: The Potential of Secondary Analysis using Archived Data

Social Sciences Building FSS
120 University, **7003**

1:15 PM - 2:30 PM

Inclusive research with adults with cognitive impairments: Challenges and good practices

2:45 PM - 4:00 PM

Making A Difference: Efforts to Enhance Empowerment Through Youth-Focused Community-Based Participatory Research

4:15 PM - 5:30 PM

Sexism in Our Professional Lives: Shared Experiences, Coping and Strategies for Change

Social Sciences Building FSS
120 University, **14001**

12:00 PM – 1:15 PM

Public Policy Committee Meeting

1:15 PM - 2:30 PM

SCRA SoundBooth 3: On-site RadioActive interviews to build CP visibility (drop in)

2:45 PM - 4:00 PM

Breaking the silence: Creating counter-stories through arts-based with South Sudanese young women

4:15 PM - 5:30 PM

Engaging Youth in the Research Process

Vanier Hall (VNR)
136 Jean Jacques Lussier, **1075**

1:15 PM - 2:30 PM

CP visibility in undergraduate education

2:45 PM - 4:00 PM

Third-Party Community-Campus Engagement Brokerage: Possibilities and Limitations

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4:15 PM - 5:30 PM

Creating Action Toolkits for Change

Vanier Hall (VNR)
136 Jean Jacques Lussier, **1095**

1:15 PM - 2:30 PM

Comparing homelessness interventions across sub-populations and national contexts: Who needs what and why?

2:45 PM - 4:00 PM

Fostering economic opportunity and social change: Transforming lives and communities in rural Guatemala

4:15 PM - 5:30 PM

Mo' Competencies, Mo' Problems?: Responses to the 2016 Survey of Graduate Programs in Community Psychology

Vanier Hall (VNR)
136 Jean Jacques Lussier, **2075**

1:15 PM - 2:30 PM

Building Better Systems for Effective Disaster Response and Recovery: Insights from the Field

2:45 PM - 4:00 PM

Research Approaches to Contextualizing Homelessness

4:15 PM - 5:30 PM

Building Trauma-Informed Communities to Promote Well-Being: A Community Response to Adverse Childhood Experiences

Vanier Hall (VNR)
136 Jean Jacques Lussier, **2095**

1:15 PM - 2:30 PM

Detention and Deportation: Seeking Justice for Migrants, Asylum Seekers, and their Children

4:15 PM - 5:30 PM

Dialogue: Undergraduate Community Psychology Teacher and Student Perspectives on Community Engagement

Montpetit Hall (MNT)
125 University, **204**

Shaw Centre

MORNING

8:00 AM – 8:30 AM
Breakfast II

8:30 AM – 9:30 AM
**Second Plenary:
Danielle Martin**

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10:00 AM – 11:30 AM
**Presidential Address
& The Seymour B.
Sarason Award**

AFTERNOON

1:15 PM - 2:30 PM
Political Inclusiveness: How community psychology can align with conservative values

EVENING

7:00 PM - 9:00 PM

Women's Night Out

@ Cafe Nostalgica

Friday June 23

Social Sciences Building FSS Main Lobby & 4007	Social Sciences Building FSS 120 University, **1005**	Social Sciences Building FSS 120 University, **1006**	Social Sciences Building FSS 120 University, **1007**
8:00 AM - 8:50 AM **Breakfast**	**8:00 AM – 8:50 AM** Community Psychology Practice Council Meeting		
	9:00 AM – 10:15 AM Embodying the Principles of Community Psychology in our Research and Teaching: A time to Decolonise	**9:00 AM – 10:15 AM** Building Age-Inclusive Communities and Social Movements	**9:00 AM – 10:15 AM** Developing Classrooms of Consciousness: Strategies to Promote Social Justice in Undergraduate Psychology Courses
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	10:30 AM – 11:45 AM Theories for the Field of Community Psychology	**10:30 AM – 11:45 AM** Coloniality/Decoloniality in Community Psychology	**10:30 AM – 11:45 AM** American Journal of Community Psychology: Meet the Editor, Learn about the Journal, and Become Involved
11:45 AM - 1:00 PM **Poster Session 2** **FSS4007** **Lunch in the Lobby and FSS4007**	**11:45 AM - 1:00 PM** SCRA meeting for chairs of committees, councils and interest groups		
	1:00 PM - 2:15 PM Diverse Careers in Community Psychology: Finding the right work for you		**1:00 PM - 2:15 PM** Ignite Session 8
SNACK - SNACK- SNACK - SNACK - SNACK-			
2:30 PM - 3:45 PM **Poster Session 3** **FSS4007**	**2:30 PM - 3:45 PM** Early Career Trajectories in Community Psychology: A Presentation of Findings and Disucussion of Implications	**2:30 PM - 3:45 PM** Changing policies and promoting lesbian, gay, bisexual and transgender rights: from theories to practices	**2:30 PM - 3:45 PM** The Future of SCRA – Engagement in Strategic Planning Initiatives
	4:00 PM - 5:15 PM Psychology that matters: advocating for a Social Determinants of Health framework within and beyond Psychology	**4:00 PM - 5:15 PM** Theme - Participation, Empowerment, and Critical Consciousness	**4:00 PM - 5:30 PM** SCRA Awards Talk (Distinguished Contributions to Research & Practice)

Left margin labels: MORNING / AFTERNOON

Social Sciences Building FSS 120 University, **1030**	Social Sciences Building FSS 120 University, **2005**	Social Sciences Building FSS 120 University, **4004**	Social Sciences Building FSS 120 University, **4006**

MORNING

| | | **8:00 AM − 8:50 AM** Prevention and Promotion Interest Group Meeting | **8:00 AM − 8:50 AM** Transformative Change in Community Mental Health Interest Group Meeting |
| **9:00 AM − 10:15 AM** Community Research and Action in Action: How One Place-based Initiative is Implementing Community Psychology Principles | **9:00 AM − 10:15 AM** Ignite Session 6 | **9:00 AM − 10:15 AM** Transforming Gender-Based Violence Prevention Through Setting-Focused Research and Action: What's Next? | **9:00 AM − 10:15 AM** Shouting the "F" Word: An Exploration of Failure in Community Psychology Practice |

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| **10:30 AM − 11:45 AM** "The master's tools will not dismantle the master's house": Organizations as tools for community empowerment | **10:30 AM − 11:45 AM** Ignite Session 7 | **10:30 AM − 11:45 AM** We All Want the Same Thing: Navigating (Mis)alignments in Community Engaged Research | **10:30 AM − 11:45 AM** We're in this together: A critical dialogue around uncovering and understanding youth participatory action research processes in health interventions |
| | | | **11:45 AM - 1:00 PM** Past Presidents Meeting |

AFTERNOON

| **1:00 PM - 2:15 PM** Public Policy 601: Climate Change & Grassroots Advocacy- A Core Competency #15 Workshop | **1:00 PM - 2:15 PM** (...) A call for interdisciplinary collaboration & action among scholar-activists geared toward civic engagement & social justice practices. | **1:00 PM - 2:15 PM** Advocating for LGBTQ Rights through Collective Action: An Integration of Findings from Correlational, Experimental, Multi-group, and Intervention Studies | **1:00 PM - 2:15 PM** Conducting Equity-Focused Community Assessments |

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| **2:30 PM - 3:45 PM** Making connections, online and offline: Community psychology and technology | | **2:30 PM - 3:45 PM** Theories of Change: A Workshop for Community Activists | **2:30 PM - 3:45 PM** Systemic Intolerances facing children and youth: Problems across clinical, educational and community pratice |
| **4:00 PM - 5:15 PM** Readiness in Community Context: The journey of assessing organizational readiness for improvements in health and social services affecting vulnerable communities | **4:00 PM - 5:15 PM** Bridging the Legacies of Colonialism with Contemporary Wounds of Silence: Reclaiming Stories of Privilege, Struggle and Thriving | **4:00 PM - 5:15 PM** Community Psychology in Egypt: The Impact of Culture | **4:00 PM - 5:15 PM** Critical Consciousness Across Contexts and Groups: Studying the Complexities of Critical Reflection and Action |

Friday June 23

Social Sciences Building FSS
120 University, **4012**

Social Sciences Building FSS
120 University, **4014**

Social Sciences Building FSS
120 University, **5028**

Social Sciences Building FSS
120 University, **8003**

MORNING

8:00 AM − 8:50 AM
Committee on Cultural, Ethnic and Racial Affairs Meeting

9:00 AM − 10:15 AM
Community Psychology and Social Work: Disciplines cut from the same cloth

9:00 AM − 10:15 AM
Publishing your work in the Global Journal of Community Psychology Practice: Meet the editors, discuss your opportunities

9:00 AM − 10:15 AM
Umbrella Movement: Understanding the Underlying Motives, Patterns, and Consequences of Political Movement Participation

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10:30 AM − 11:45 AM
Cyber Spaces: A Discussion of LGBTQ People's Experiences Online

10:30 AM − 11:45 AM
The need for women of color to have mentors in graduate school programs

10:30 AM − 11:45 AM
Conceptualizing and Implementing Evidence-Based Practices in Human Service Agencies: International Perspectives

AFTERNOON

12:00 AM - 2:30 PM
SCRA SoundBooth 4: On-site RadioActive interviews to build CP visibility (drop in)

1:00 PM - 2:15 PM
Evaluating Programs Designed to Serve High Frequency Emergency Department Users

1:00 PM - 2:15 PM
The Art of Responsible Change: Social Entrepreneurship and Tacit Knowing

1:00 PM - 2:15 PM
Making Space for Community Psychology Graduate Students of Color at SCRA

2:30 PM - 3:45 PM
Youth Engagement and Action through Youth Participatory Action Research: Benefits to Youth, Communities and Research

2:30 PM - 3:45 PM
Supporting Youth Activism: The Influence of Social Identity, Critical Consciousness, and Hope

2:30 PM - 3:45 PM
Innovation in mental health: Learning from Healthy Transitions From High School

2:30 PM - 3:45 PM
Creating and sustaining transformative change through community partnerships and community coalitions

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4:00 PM - 5:15 PM
Lessons from Applying Community Psychology Principles in Military and Veterans Mental Health Research

4:00 PM - 5:15 PM
Participatory classrooms: Shaping critical thinkers for social change

4:00 PM - 5:15 PM
Building Capacity For Serving Children Through University-Community Partnerships

4:00 PM - 5:15 PM
Summertime and the Learning (Opportunity) is Easy: How a Proposed Summer Institute Can Benefit You

Friday June 23

Vanier Hall (VNR)
136 Jean Jacques Lussier, **1075**

Vanier Hall (VNR)
136 Jean Jacques Lussier, **1095**

Vanier Hall (VNR)
136 Jean Jacques Lussier, **2075**

Vanier Hall (VNR)
136 Jean Jacques Lussier, **2095**

MORNING

9:00 AM − 10:15 AM
Convince! A training workshop on using social marketing in the service of policy advocacy

9:00 AM − 10:15 AM
Fostering community health, wellness, and equity. Applications of community psychology in improvement settings.

9:00 AM − 10:15 AM
(Re)defining What It Means to be a Student: Three Perspectives on Success, Identity, & Transformation

9:00 AM − 10:15 AM
Urban teens and their neighborhood spaces: using GIS to understand youth experiences

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10:30 AM − 11:45 AM
Convince! A fishbowl discussion of concrete strategies to influence policy and policymakers

10:30 AM − 11:45 AM
The transformative role of community participation and housing in promoting inclusion of individuals with psychiatric disabilities

10:30 AM − 11:45 AM
Integrating peer-researchers in community psychology research: Challenges, strategies and lessons learned

10:30 AM − 11:45 AM
Minimizing Risk and Maximizing Health for Vulnerable Youth of Color: Using Global Mental Health and Community-Based Approaches

AFTERNOON

1:00 PM - 2:15 PM
Better Understanding Natural Mentoring Relationships and How to Promote Them among Underrepresented College Students

1:00 PM - 2:15 PM
Transformation of Housing and Support Services for People Experiencing Chronic Homelessness

1:00 PM - 2:15 PM
Exploring natural spaces for mental health and social inclusion

1:00 PM - 2:15 PM
Worth Fighting For: Community Psychology in Action

SNACK - SNACK- SNACK - SNACK - SNACK-

2:30 PM - 3:45 PM
Housing Prioritization Assessment Instruments: Preliminary Findings and a Call for Future Research

2:30 PM - 3:45 PM
Improving the Research-Practice Gap in Public Education: Contextual and Collaborative Approaches to Dissemination and Implementation

2:30 PM - 3:45 PM
System dynamics modeling as a vehicle for achieving meaningful stakeholder engagement in health services research

2:30 PM - 3:45 PM
The Missing Link: Engaging Historically Black Colleges and Universities (HBCUs) in SCRA

4:00 PM - 5:15 PM
Transformative community-based research in Europe

4:00 PM - 5:15 PM
LGBTQ Adult Homelessness and Poverty

EVENING

6:30 PM - 11:00 PM
Banquet @ the SHAW Centre

Friday | Saturday June 24

Fauteux Hall (FTX)
57 Louis-Pasteur Pvt, 147

9:00 AM − 10:15 AM

Resisting and transforming the neoliberal (or corporate) university

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10:30 AM − 11:45 AM

Improved Housing Conditions, Housing Stability and Housing Policies: Transforming the Lives of Vulnerable Populations

1:00 PM - 2:15 PM

Awards - Global Alliance for Behavioral Health and Social Justice

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4:00 PM - 5:15 PM

The aftermath of the U.S. 2016 election: Bridging the gap among women

Social Sciences Building FSS
Main Lobby & 4007

8:00 AM − 8:50 AM

Breakfast

Social Sciences Building FSS
120 University, 1005

8:00 AM − 8:50 AM

Indigenous Interest Group Meeting

9:00 AM − 10:15 AM

Integrating Clinical and Community Psy. in Training, Research, and Action

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10:30 AM − 11:45 AM

Involving Students in Civic Engagement: Creating Community/ University Partnerships

Social Sciences Building FSS
120 University, 1006

9:00 AM − 10:15 AM

Transforming Attitudes toward People Living in Poverty: Implicit, Explicit, and Change Over Time

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10:30 AM − 11:45 AM

Participatory Mosaic Art for Community Transformation

Social Sciences Building FSS
120 University, 2005

9:00 AM − 10:15 AM

Ignite Session 9

11:45 AM − 12:30 PM

Closing Session

Social Sciences Building FSS
120 University, 4004

8:00 AM − 8:50 AM

SCRA Regional Representatives Meeting

9:00 AM − 10:15 AM

Making Space for Community Psychology Faculty of Color at SCRA

10:30 AM − 11:45 AM

Creating meso-sytsem interventions to address homelessness

Social Sciences Building FSS
120 University, 4006

9:00 AM − 10:15 AM

Practicing Radical Imagination: A Foundation for Critical Community Psychology

10:30 AM − 11:45 AM

Research and Practice Competencies in Community Psychology and the Research-Action Cycle: Implications for Training

Saturday June 24

Social Sciences Building FSS
120 University, **1030**

Social Sciences Building FSS
120 University, **4014**

Social Sciences Building FSS
120 University, **5028**

Social Sciences Building FSS
120 University, **6004**

MORNING

9:00 AM − 10:15 AM
Community Psychology Pedagogy and Research with Undergraduates: What is the current state (...)

9:00 AM − 10:15 AM
The use of restorative and transformative justice: Alternative social settings to the criminal justice system

9:00 AM − 10:15 AM
Violence in Schools: Research, Intervention, and Policy

9:00 AM − 10:15 AM
Global Development of Community Psychology and Interdisciplinary Applied Community Research

SNACK - S

10:30 AM − 11:45 AM
Using Community Psychology to Understand Student Mental Health Challenges and find Effective Interventions

10:30 AM − 11:45 AM
Exploring family spaces: Place-based research methods with war-affected families

10:30 AM − 11:45 AM
Informing Culturally-Responsive Programming: Working at the Intersection

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Social Sciences Building FSS
120 University, **4012**

Social Sciences Building FSS
120 University, **10003**

Social Sciences Building FSS
120 University, **14001**

Vanier Hall (VNR)
136 Jean-Jacques Lussier, **1075**

8:00 AM − 8:50 AM
Canadian CP Planning Meeting

MORNING

9:00 AM − 10:15 AM
Which Way Do I Go? Developing Integrated Clinical-Community Professional Identities

9:00 AM − 10:15 AM
Community Psychologists and the Public Sphere : Articulating the Politics behind Community Psychology Practice.

9:00 AM − 10:15 AM
New Advances in Theory and Measurement of Sense of Community and Sense of Community Responsibility

9:00 AM − 10:15 AM
Sharing pain and taking action: Exploration of youth, community, and police relations across three states and how community voices can help inform policy and criminal justice reform

SNACK - S

10:30 AM − 11:45 AM
We want equitable service provision: an inter-community dialogue

10:30 AM − 11:45 AM
(...) Exploring the role of religion in community psychology and of community psychology in understanding religious life

10:30 AM − 11:45 AM
The Power of Connections: Using Social Networks to Explore and Foster Meaningful Change

10:30 AM − 11:45 AM
Responding to Violence against Women in Diverse Contexts: A Cultural Examination

Social Sciences Building FSS

120 University, **7003**

MORNING

9:00 AM – 10:15 AM

The Role of Paraprofessionals Across Service Models Supporting Vulnerable Individuals and Communities

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Vanier Hall (VNR)

136 Jean-Jacques Lussier, **1095**

Vanier Hall (VNR)

136 Jean-Jacques Lussier, **2075**

MORNING

9:00 AM – 10:15 AM

Inequality and Community Integration - Issues and Evidence

9:00 AM – 10:15 AM

Understanding and Navigating Diversity in School Settings

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10:30 AM – 11:45 AM

Integrating Identity and Critical Social Analysis to Promote Youth Activism from the Margins
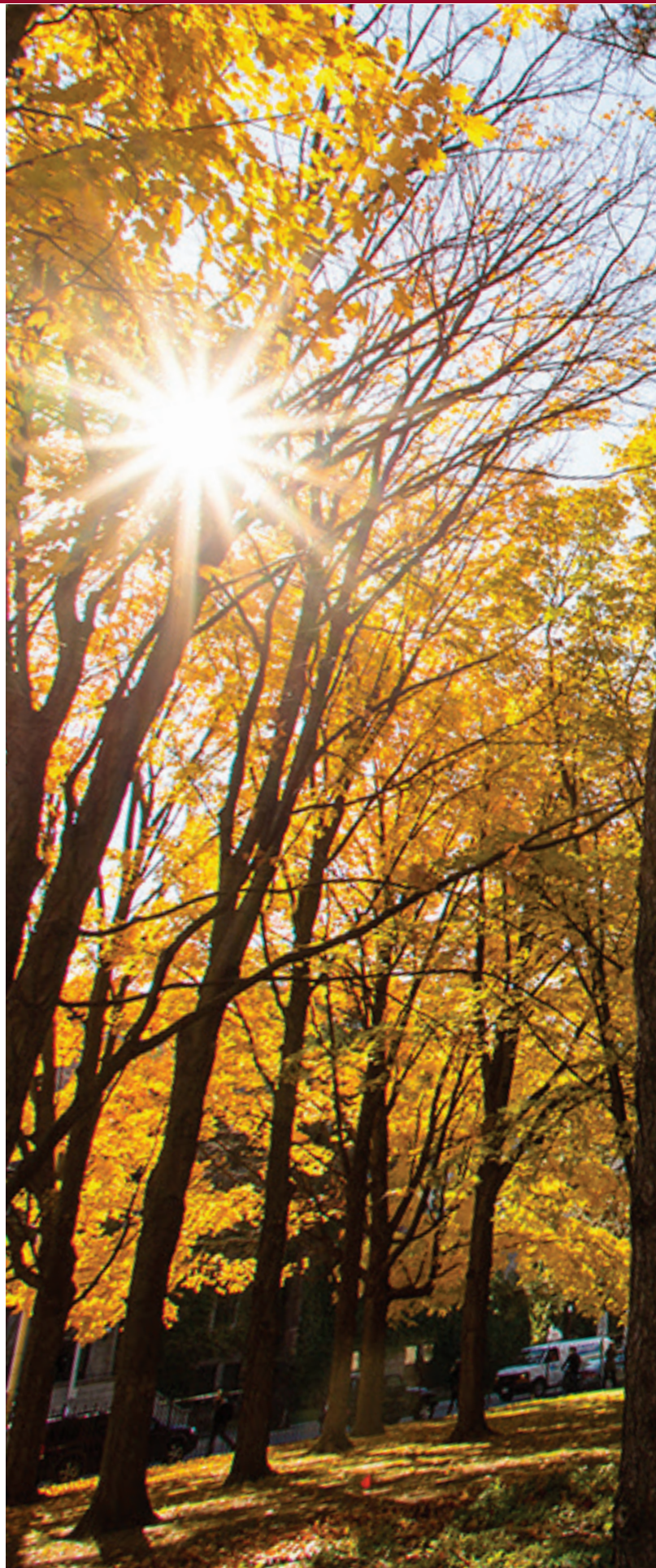
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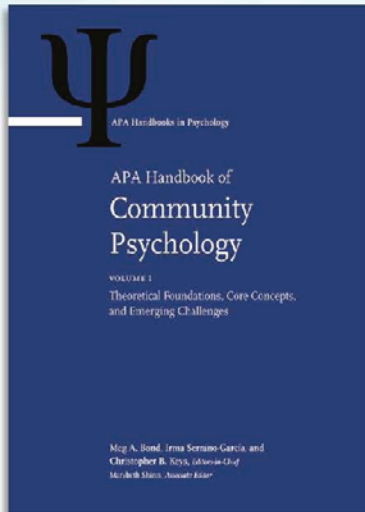
APA Handbook of Community Psychology

Volume 1: Theoretical Foundations, Core Concepts, and Emerging Challenges
Volume 2: Methods for Community Research and Action for Diverse Groups and Issues

Editors-in-Chief Meg A. Bond, Irma Serrano-García, and Christopher B. Keys
Associate Editor Marybeth Shinn

This two-volume handbook presents exciting intellectual developments in the field of community psychology. As a discipline that is considered a half-century old in the United States, community psychology has grown in the sophistication and scope of theories and research. Reviewing the chapters of the *APA Handbook of Community Psychology*, the reader will readily notice several themes emerge: Community psychology's ideas are becoming increasingly elaborated; its theory, research and interventions more situated; and its reach in both thought and action, more expansive. Ideas that may have seemed much simpler when first proposed—for example, community, prevention, and empowerment—have come to pose challenges, contradictions, and opportunities initially unspecified and perhaps unimagined.

2017 · Hardcover · 1,228 pages

ABOUT THE EDITORS

Meg A. Bond, PhD, is a professor of psychology, director of the Center for Women & Work, and co-coordinator of the Graduate Program in Community Social Psychology at the University of Massachusetts Lowell. She is also a resident scholar at the Brandeis University Women's Studies Research Center.

Irma Serrano-García, PhD, is a retired professor of the Department of Psychology at the University of Puerto Rico. She holds a post doctorate in public policy from the Harvard University Graduate School of Education, a PhD in Social-Community Psychology from the University of Michigan and a BA and MA in Psychology from the University of Puerto Rico.

Christopher B. Keys, PhD, is a professor emeritus and former chair of psychology departments at both the University of Illinois at Chicago and DePaul University. He has also been a founder and chair of the Community Psychology Doctoral Program in the Psychology Department at UIC, and a professor and co-director of the Advocacy and Empowerment of Minorities Program in the Department of Disability and Human Development at UIC.

Marybeth Shinn, PhD, is a professor in the interdisciplinary department of Human and Organizational Development at Peabody College, Vanderbilt University. Beth studies how to prevent and end homelessness.

CONTENTS

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Plenaries

Opening Plenary
Natan Obed

Opening Night
5:00 to 6:00 pm
Shaw Centre

Natan Obed is the President of Inuit Tapiriit Kanatami, the national voice of Canada's 60,000 Inuit. He is originally from Nain, the northernmost community in Labrador's Nunatsiavut region, and now lives in Ottawa. For 10 years he lived in Iqaluit, Nunavut, and worked as the Director of Social and Cultural Development for Nunavut Tunngavik Inc., the organization that represents the rights of Nunavut Inuit. He has devoted his career to working with Inuit representational organizations to improve the well-being of Inuit in Canada. Natan will speak about the Inuit's fight for social justice, self-determination, and their educational reform.

Second Plenary
Danielle Martin

Second Plenary
8:30 to 9:30 am. Shaw Centre

Danielle Martin is a family doctor and national media commentator on the health issues that hit closest to home for many Canadian families. She practices in the Family Practice Health Centre at Women's College Hospital where she is also the Vice-President of Medical Affairs & Health System Solutions. In 2013, Danielle was named one of the Toronto Star's top "13 People to Watch" – and watch they have. Appearing regularly on CBC's The National, where she unpacks the latest in cancer research to physician assisted dying, Danielle is a strong advocate for removing barriers to care. In 2013, she helped found the WCH Institute for Health Systems Solutions and Virtual Care – a real-world solutions engine dedicated to solving the health gaps in our system. Known for her debate on the merits of the Canadian vs. American health systems, she continues to defend and define the ways that we can make our healthcare system even more worthy of our immense national pride.

AWARDS TO BE PRESENTED THURSDAY, JUNE 22
10:00 TO 11:30 AM. SHAW CENTRE

Seymour B. Sarason Award for Community Research and Action
M. Brinton Lykes, PhD, is the co-director of the Center for Human Rights and International Justice at Boston College, whose work has stood out as an exemplar of what it meant to interrogate and document structural violence as a community psychologist, and engage in community-based participatory action research that is responsive to deep rooted structures of inequality and oppression.

AWARDS TO BE PRESENTED FRIDAY, JUNE 23
4:00 TO 5:30 PM. FSS 1007

Distinguished Contribution to Theory and Research
Gary Harper, PhD, is a professor of health behavior and health education in the school of public health at the University of Michigan, Ann Arbor. Dr. Harper is a leading scholar in community psychology on LGBT issues and HIV interventions, with broad-ranging contributions relevant to theory, research, and intervention.

Distinguished Contribution to Practice in Community Psychology
Judith Meyers, PhD, is the president and chief executive officer of the Children's Fund of Connecticut and Child Health and Development Institute of Connecticut, Inc. Dr. Myers has spent decades practicing as a community psychologist at the highest-level in foundations, government institutions, and human service advocating and directing initiatives and programs improving the lives children.

2016 SCRA Award for Distinguished Contribution to Theory & Research Perkins
Dr. Douglas Perkins is recipient of the SCRA Award for Distinguished Contribution to Theory & Research. Dr. Perkins has been an outstanding scholar in our field for many years. He has contributed to multiple bodies of literature examining the importance of social contexts, and his work in empowerment theory and research, citizen participation, environment/ecological psychology, and interdisciplinary community-based research has significantly advanced our field.

AWARDS TO BE PRESENTED FRIDAY, JUNE 23
BANQUET. SHAW CENTRE

Ethnic Minority Mentorship Award
Nellie Tran, PhD, is an assistant professor at San Diego State University, and has dedicated her career to ethnic minority issues as a scholar, community psychologist, mentor, and activist. Dr. Tran has been an advocate and champion to increase the representation of ethnic minority persons within SCRA and at the institutions where she has taught.

Early Career Award
Zachary Neal, PhD, is an associate professor at Michigan State University and is an international scholar who is making great contributions in the field of social network analysis and how it can be applied to enhance theory, research, and practice in community psychology.

Don Klein Publication Award
Dr. Ken Maton's book, Influencing Social Policy: Applied Psychology Serving the Public Interestmakes a crucial contribution to the field of community psychology, as well as other disciplines interested and involved in social policy by providing a comprehensive and engaging guide to effective policy making, filling a significant void in the literature on social policy, and also making a crucial contribution to graduate training.

Best Dissertation in a Topic Relevant to Community Psychology
Jessica Shaw earned her PhD in Ecological-Community Psychology from the Michigan State University and is an assistant professor at the Boston College School of Social Work.
Dissertation Title: Justifying injustice: How the criminal justice system explains its response to sexual assault. Committee Chair: Rebecca Campbell, PhD, Michigan State University.

Emory L. Cowen Dissertation Award for the Promotion of Wellness
Simon Coulombe, earned his PhD in Community Psychology from the Universite' du Quebec in Montreal, Canada and is an assistant professor in psychology at Wilfrid Laurier University.
Dissertation Title:Self-management questionnaire and profiles of recovery from anxiety or mood disorders. Committee Chair: Janie Houle, PhD, Universite' du Quebec, Montreal, Canada.

Council on Educational Programs Award for Excellence in Education Programs:
National Louis University - demonstrates a strong commitment to graduate education in community psychology. The community psychology program is the first and only PhD program at National Louis University and aims to provide learning opportunities to a diverse group of working professionals, integrating competencies in community psychology practice, and instituting numerous mechanisms designed to improve education in community psychology.

Council on Educational Programs: Excellent Educator Award
Dr. Michael Morris, Professor of Psychology at the University of New Haven has an exceptional track record of education in the field of community psychology. He has directed graduate field training within the Master's degree program in Community Psychology at University of New Haven for 25 years, and has been program coordinator since 2004. Students characterize his classes as rigorous and demanding, and many consider him to be the best instructor that they have had.

John Kalafat Practitioner Award
Susan Wolfe has made significant contributions to community psychology practice and education, through teaching, and publishing, and shared her experiences, struggles, and expertise with graduate students interested as well as the communities with which she works and on whose behalf she is a tireless advocate.

John Kalafat Community Program Award
The School Culture and Climate Initiative, a partnership of The United Way of Northern New Jersey and the Center for Human and Social Development of the College of Saint Elizabeth, which support the needs of K-12 school communities to ensure students are set up to thrive academically, socially, emotionally, and physically.

Special Contributions to Public Policy Award
Dr. Clinton Anderson serves as Associate Executive Director for the Public Interest and Director of the Office of Lesbian, Gay, Bisexual, and Transgender Concerns and for the past 25 years, has been community psychology's leading champion of lesbian, gay, bisexual and transgender (LGBT) issues within APA. Through a multitude of efforts, Dr. Anderson has engineered key transformations to APA's policies and practices regarding LGBT people, ensuring that APA actively pursues social justice for LGBT people within both the profession of psychology and in society at large.

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TUESDAY, JUNE, 20

001. SCRA Council on Education's Annual Meeting
    SCRA
    Business Meeting
9:00 to 3:00 pm
Social Sciences Building: FSS 6032

002. Policy Workshop
    SCRA
    Special Event
1:00 to 5:00 pm
Social Sciences Building: FSS 4006
Pre-conference workshop offered by the SCRA Policy Committee
    Session Organizer:
        Daniel Cooper, Adler School of Professional Psychology

003. Executive Committee Meeting
    SCRA
    Other
4:00 to 7:00 pm
Social Sciences Building: FSS 6032
-

004. Social Event (Pub Night for Early Attendees)
    SCRA
    Other
6:30 to 9:00 pm
Café Nostalgica (GSD): Café Nostalgica (GSD)

005. Executive Committee Dinner
    SCRA
    Other
7:00 to 9:00 pm
Location TBD: Location TBD

WEDNESDAY, JUNE, 21

006. Rural Interest Group Meeting
    SCRA
    Other
8:00 to 8:50 am
Social Sciences Building: FSS 1005

007. Lesbian, Gay, Bisexual and Transgender Concerns Interest Group
    Meeting
    SCRA
    Other
8:00 to 8:50 am
Social Sciences Building: FSS 14001
Corey Flanders and Debbie Ojeda

008. Disabilities Interest Group Meeting
    SCRA
    Other
8:00 to 8:50 am
Social Sciences Building: FSS 4004
Contact: Naoko Yura Yasui and Delphine Labbé

009. Early Career Interest Group Meeting
    SCRA
    Other
8:00 to 8:50 am
Social Sciences Building: FSS 4006
Benjamin Graham and Mera Boulus

010. Council of Education Roundtable Session for Training Directors
    SCRA
    Other
8:00 to 8:50 am
Social Sciences Building: FSS 6032
Laura Kohn Wood

011. Registration & Breakfast
    SCRA
    Other
8:00 to 8:50 am
Social Sciences Building: First Floor Main Lobby (FSS 1000)

012. Building Evaluation Capacity in Community Based Service Agencies
    SCRA
    Roundtable Discussion
9:00 to 10:15 am
Social Sciences Building: FSS 1005

The proposed roundtable discussion will explore strategies for and challenges associated with evaluation capacity building (ECB) in community-based programs. ECB refers to the "process of improving an organization's ability to use evaluation to learn from its work and improve results" (Morariu, 2012). This can include building knowledge and skills, evaluation culture, resources (human and material), and supportive networks. In an era that prioritizes "empirically supported treatments" and "evidence based practices," funders increasingly expect grantees to demonstrate capacity to evaluate program/service effectiveness and to utilize evaluation results to improve organizational functioning and outcomes. Yet few community based organizations have more than the most rudimentary evaluation capacity. A growing literature seeks to theorize and research organizational ECB strategies and practice (e.g., Cousins, Goh, Elliot & Bourgeois, 2014). Community level strategies and practice lag behind organizational efforts, yet represent an additional promising direction, perhaps especially for serving collections of smaller resource-strapped organizations. Aber and Allen will facilitate audience discussion focused on successes and challenges developing and sustaining evaluation capacity at both the organizational and community levels. To initiate discussion, roundtable participants Boeh, Fitts, Holland and Meno will briefly describe their work as academics working with a community mental health board (CMHB) that distributes tax dollars to 30 community based service programs (12 minutes). This team is providing intensive hands-on evaluation capacity building consultation to four settings: (1) a cooperative involving people with disabilities, their families, and other community members; (2) an integrated community-based mental health and substance abuse treatment provider; (3) a senior counseling and advocacy program; and (4) a community health center. Audience members will be asked to discuss issues related to developing outcome v. process evaluation; individual program v. system / community level evaluation frameworks; and, tensions revolving around evaluating context specific and innovative v. "empirically supported" interventions.
    Session Organizer:

Mark Aber, University of Illinois at Urbana-Champaign

Moderators:

Nicole Allen, University of Illinois at Urbana-Champaign

Mark Aber, University of Illinois at Urbana-Champaign

Discussants:

Brett Ashley Boeh, University of Illinois at Urbana Champaign

Jessie Fitts, University of Illinois Urbana-Champaign

Hope Desiree Holland, University of Illinois Urbana-Champaign

Camarin Meno, University of Illinois at Urbana-Champaign

013. An International Study of Program Fidelity of Housing First Programs
SCRA
Symposium
9:00 to 10:15 am
Social Sciences Building: FSS 1006

Program fidelity has emerged as an important area of focus for evidence-based interventions like Housing First programs. Previous research has shown that Housing First programs with higher levels of fidelity produce better outcomes for their participants, notably in the areas of housing, community functioning, and quality of life (Davidson et al., 2014; Goering et al., 2015). With the dissemination of Housing First internationally, an important issue related to program fidelity is how the approach can be adapted to different contexts. The proposed symposium will present findings from a multi-country study of fidelity of Housing First programs located in four countries (Canada, Ireland, Portugal, & Spain). Participating programs in the study followed a common research protocol that included conducting a self-assessment of program fidelity followed by qualitative interviews with program managers and staff intended to identify factors facilitating or hindering program fidelity. Tim Aubry will serve as the moderator and will introduce the session with a brief summary of the research on program fidelity in Housing First programs as well as a description of the study methods used in the study. The four presenters will provide results on fidelity from programs in the different countries following the same format. Findings on program fidelity will be presented followed by results on contributors to areas of high and low fidelity in the program(s) studied. The following are the presenters and the program on which they will present: (1) Roberto Bernad, Rais Foundation Habitat, Madrid Spain (2) Ronni Greenwood, Dublin Housing First, Ireland (3) Jennifer Rae, Oasis Housing First Program, Ottawa, Canada

Participants:

Assessing HF Fidelity in the Habitat program in Spain Roberto Bernard, RAIS Fundacion

The Habitat program was launched in 2014 by RAIS Fundación as the first Housing First implementation experience in Spain. It started as a pilot project with a randomized controlled trial similar to the one used by At home/Chez soi in Canada that would produce evidence on the effectiveness of Housing First for its scaling up in the Spanish context. The assessment of program fidelity to the model was a relevant component of RAIS Fundación's Housing First advocacying and scaling up strategy for various reasons. Among others, the lack of Housing First implementation experience in the country and the fact that the responsibility of policy-making and service provision for the homeless in Spain lays at the regional and local levels. This implied that many actors with different approaches and little references would participate in the scaling up and implementation of the Housing First methodology in the country. Habitat conducted a fidelity assessment in 2015 (M12) and a then in 2016 (M24) using the

methodology proposed by Pathways to Housing (Stefancic et al. 2013), and getting involved in a cross country HF fidelity research led by Tim Aubry. The assessment helped to confirm or identify several difficulties observed in the implementation of the program in areas such as the mindsets of professionals and service users, staff skills, housing provision and management or community relations. The process also helped to identify several external and internal factors that would facilitate the program fidelity to the Housing First principles. As a result of this process, RAIS Fundación is working in the integration of the fidelity assessment as the main evaluation and continuous improvement tool for the Habitat program. In this session, we will present the main learnings of the assessment process in terms of results and methodology integration into the program management.

Assessing the Program Fidelity of the Supported Housing Addiction Recovery Program in Ottawa, Canada Jennifer Rae, University of Ottawa; Tim Aubry, Universtiy of Ottawa; Jonathan Samosh, University of Ottawa; Dhrasti Shah, University of Ottawa

In 2010, the Canadian Mental Health Association (CMHA) Ottawa branch and the Sandy Hill Community Health Centre (SHCHC) received funding from the Ministry of Health and Long-Term Care to develop the Supported Housing Addiction Recovery Program (SHARP). The two agencies work in partnership to deliver the program: CMHA is responsible for the housing portion of the program, with a housing coordinator administering a total of 96 rent supplements for private-market housing, while the Oasis program at SHCHC is responsible for delivering Intensive Case Management (ICM) support. The SHARP program is intended to serve people who are homeless and have problematic substance use and/or concurrent disorders. Since the development of the SHARP program, researchers at the University of Ottawa have been involved in conducting implementation and impact evaluations of the program. The program has reached a stage of developmental maturity in its program operations, and has demonstrated promising results, particularly in contributing to housing stability. In 2016, researchers conducted a fidelity assessment of the program to investigate the extent to which it was adhering to common standards of the Pathways Housing First approach. The results of the fidelity assessment will be presented in the proposed symposium. The symposium will explore the factors contributing to the overall high fidelity of the program, as well as the challenges and barriers that led to some areas of low fidelity, such as a lack of peer specialist and vocational support. Audience members will learn about how Housing First has been adapted in the context of an urban Canadian setting, with a population of high-needs clients with problematic substance use and/or concurrent disorders. Audience members will participate in a discussion of how Housing First programs can overcome obstacles to fidelity and continue to be improved to better meet the needs of clients.

Fidelity Assessment of a Young Programme: Dublin's Housing First Team Ronni Greenwood, University of Limerick

In 2014, following a three year demonstration project, the Dublin Housing First Team became a permanent addition to homeless services provided by the Dublin Regional Homeless Executive. The programme is jointly delivered by two pre-existing homeless services with long histories of providing continuum of care, or staircase model, services in Ireland. The Dublin HF team is innovative in that its intake team includes a rough sleeper outreach component. In Autumn 2016, the Dublin HF team joined the cross-country fidelity study. Twelve individuals from the outreach-intake team, housing services team, and support services team individually completed the fidelity self-assessment instrument. Approximately four weeks later,

the group came together to discuss and agree their scores. Although the ease of reaching consensus varied by fidelity dimension, consensus was achieved on scores for each dimension of fidelity. The consensus discussion highlighted the challenges involved in creating a generic fidelity instrument for use across different national contexts. The consensus meeting indicated that domains of high fidelity include scatter-site, independent housing; separation of housing and services; and service philosophy. Areas of lower fidelity included service array, peer support, and service user participation in programme activities. Next, a final focus group was conducted with key stakeholders from both organizations. Members of this focus group discussed the factors that helped them maintain fidelity in terms of service philosophy and programme structure, and the structural, political, and material factors that delay housing after intake, prevent them from providing a broader array of services, and have delayed the incorporation of peer support and service user participation in their programme structure. Findings indicate that the Dublin Housing First's model fidelity is typical for programmes of this age and stage of development.

> Assessing Program Fidelity of a Housing First Program in Lisboa, Portugal Teresa Duarte, AEIPS; Patricia Costa, AEIPS Lisboa, Portugual; Jose Ornelas, ISPA University Institute

"Casas Primeiro" was the first housing first program in Portugal. It started in September 2009, to provide housing and support to homeless people with mental health problems, and concurrent addiction disorders. The program has been implemented under a collaboration protocol between AEIPS, a non-profit organization (project operator), and ISPA – University Institute (project evaluator), and has been funded by the Municipality of Lisboa. Housing First is based on a core set of principles, and has long emphasized the role that they play in guiding the intervention. Principles help clarify choices for actions. Fidelity to program principles is also important to not compromising expected outcomes. Moreover, as Housing First is growing across the world, fidelity to program principles helps to create a common identity and a sense of community practice. In 2016, the program participated in the fidelity international study to assess whether the program has maintained or modified Housing First core principles and operational elements. A mixed methods approach was used that included self-reported fidelity assessments and qualitative interviews with key informants and staff in order to explore the factors that contribute to high or low fidelity scores. The results of the fidelity evaluation will be presented and discussed with the audience.

Session Organizer:
    Tim Aubry, Universtiy of Ottawa
Moderator:
    Tim Aubry, Universtiy of Ottawa
Discussant:
    Geoffrey Nelson, Wilfrid Laurier University

014. Group Level Assessment: A Multipurpose Method for Engaging Young People in Youth Participatory Action Research
    SCRA
    Workshop
9:00 to 10:15 am
Social Sciences Building: FSS 14001

Group Level Assessment (GLA) is a qualitative and large group participatory method that can be conducted with a broad range of stakeholders in a relatively short amount of time. GLA taps into the wisdom of stakeholders to involve them as collaborators in different phases of the research process through (a) interactive, on-site data collection, (b) collaborative analysis and prioritization of themes, and (c) participant-driven action planning for solving relevant real-world problems. For this reason, the flexible and pragmatic GLA method is useful in different stages of applied and participatory research approaches—from needs assessment and problem identification to strategic planning, evaluation, and dissemination. It is particularly applicable when the goal is to collectively create complex system changes and have a means in which to monitor those efforts. In youth participatory action research (YPAR), GLAs can be used to engage children and adolescents in all stages of the research process in a way that is stimulating and resonates with their lived experience. Workshop participants will participate in a shortened GLA so they are prepared to use the method in their own communities, especially with youth. The GLA will focus on the SCRA conference theme, transformative community research and action. Through this process, session participants will leave with ideas for how to further transform their own practice and communities through participatory methodology. In this workshop, participants will learn the GLA process and explore the advantages of using it as a participatory research method. Participants will also discuss the benefits and challenges of using GLA in different phases of YPAR in order to: 1. engage youth as co-researchers in problem identification and research design; 2. examine participatory research processes and group functioning; and 3. empower youth as agents of change on topics that matter to them.

Presenters:
    Kristen L Haddad, University of Cincinnati
    Alicia Boards, University of Cincinnati
    Robin Lindquist-Grantz, University of Cincinnati, Educational Studies
    Melissa DeJonckheere, University of Michigan
    Lisa Vaughn, Cincinnati Children's Hospital
Session Organizers:
    Kristen L Haddad, University of Cincinnati
    Demaree Bruck, University of Cincinnati

015. Ignite Session 1
    SCRA
    Ignite Session
9:00 to 10:15 am
Social Sciences Building: FSS 2005

Participants:
    Growth and Develoment in the Red Lake Tribal Nation: The Virtues of Apple Trees August Hoffman, Metropolitan State University; Rich Downs, Metropolitan State University; Shawn Veldey, Metropolitan State University; Destiny Paseka, Metropolitan State University; Desiree Weins, Metropolitan State University; Sarah Gabriella Hernandez, University of Illinois Chicago; Lesli Blair, Metropolitan State University

Community service work activities and development projects serve as efficient mechanisms in providing residents with opportunities to engage in social interaction, community connectedness and provide "real time" opportunities for engagement. The current mixed-methods qualitative study examines how a fruit tree planting project helped residents at the Red Lake Tribal Community in Red Lake, MN develop a stronger sense of community connectedness and discover the intrinsic value in shared participation of community service work activities. Twenty-two participants completed a survey that examined their participation in a recent (June 2016) fruit tree planting project. A Pearson Correlation was conducted and results indicated

a significant correlation (r = .598, p < .01) between perceptions of the overall importance of engaging in community service and development activities with the likelihood of participating in future community service activities. Results and discussion for future research addressing community development and marginalized groups are offered.

The Ecoresilience of Intentional Communities Carol Koziol, Laurentian University

This presentation will explore the concept of ecoresilience with respect to the socio-ecological impacts of climate change and its relationship to alternative ways of life within intentional communities. The term ecoresilience refers to resilience from socio-ecological climate change related stresses. Determining a relationship occurs through research on the concept of ecoresilience and application of the findings to the various types of intentional communities. The specific research question currently being studied is: What are the resilient characteristics of intentional communities with respect to sustaining life socially, ecologically, and spiritually during times of climate change? Scientific literature and the media are replete with stories about the consequences of the rapidly changing climate especially, as it relates to the impacts on the human and more than human world. As societies increasingly struggle with the tsunami of environmental changes, different life-sustaining models require further consideration. A joint report by the APA and ecoAmerica released in 2014 generated a long list of mental health issues attributed to global warming, including: trauma, shock, stress, anxiety, depression, complicated grief, severe reactions such as PTSD, strains on social relationships, substance abuse, mental health emergencies, sense of loss, hopelessness, fatalism, resignation, loss of autonomy and sense of control, loss of personal and occupational identity. These issues stem from the immediate physical impacts of climate change while others often come about from more gradual environmental transitions. Most mental health, emergency response, and related programs concentrate on treating people during and after discrete disasters. Often neglected are the increasing number of long-term climate change enhanced physical, economic, social, and spiritual toxic stresses affecting the health of people. This awareness led to an academic curiosity about the option that intentional communities could provide people to become more resilient to the impacts of climate change.

Interventions to Increase Emergency Preparedness: The Importance of Self-Efficacy Meagan Ryan, The George Washington University; Cynthia Rohrbeck, George Washington University

The devastating consequences of natural and human-generated disasters have led to recommendations that individuals should plan to be prepared for at least 72 hours post-disaster in case government assistance is delayed. FEMA and Red Cross emergency preparedness recommendations include specific items to include in evacuation kits, instructions for storing supplies for sheltering-in-place, creating plans for reuniting with family, etc. These actions help to keep people safe and also reduce the burden on emergency response and healthcare systems in a time of chaos. While Red Cross volunteers routinely offer short preparedness presentations to community organizations, these presentations have not been evaluated. In our ongoing partnership with our local Red Cross, we are taking the opportunity to examine whether those attending presentations actually engage in more preparedness behaviors in the month following the presentation. Additionally, we are collecting data to test hypotheses about how changes in self-efficacy will increase preparedness. In the context of disasters, if individuals have high emergency preparedness self-efficacy (believing that that have the ability to be prepared), they may then take action to

become prepared, thus reducing the negative consequences of a disaster. Preliminary results (n=94) indicates that both emergency preparedness and self-efficacy increases from pre-presentation to one month later and that increases in self-efficacy predict increases in preparedness. These results suggest that targeting beliefs that one can prepare for emergencies is important to increase emergency preparedness for disasters.

A systematic metasynthesis on the concept of transcendence in psychoanalysis: Lessons for community action in a context of globalization Laurence Guillaumie, Faculté des sciences infirmières, Université Laval

Background. In psychoanalysis, desire—that is, the essence of man—is constrained by the norms, values and taboos of a culture, all of which define social roles and positions. Transcendence gives shape to this desire and creates space for and recognition of human subjectivity in social space. Aim. The aim of this study was to review the use of the concept of transcendence in psychoanalytic literature and draw lessons for community action in a context of globalization. Design. A systematic qualitative metasynthesis was conducted. Data sources. Articles and book chapters on transcendence and psychoanalysis published between 1980 and 2016 were identified through a systematic search in electronic databases: Medline, Embase, PsycINFO, Cochrane Library and Cinahl. Review methods. Data analysis was conducted based on the framework of Noblit and Hare (1988). Results. A total of 19 studies were included. Four overarching themes emerged that reflected four perspectives on transcendence and approaches to community action.

The Possibilities of Humor for Community Psychology Susie Paterson, University of Miami

Humor is an ubiquitous and important part of everyday life, but so far the possibilities of humor for community psychology research, theory, and action have yet to be explored. Previous research in fields such as sociology, communications, and psychology have explored the ways that humor aids in well-being and justice efforts, but community psychology has yet to explore this everyday experience. This presentation will make a case for including humor in community psychology as a valuable resource and challenge us to «think outside of the community toolbox.» Discussion will center on humor as a tool for empowerment and social justice and its implications for future community psychology work.

Empowering emerging adults for greater civic engagement and better well-being Randolph C. H. Chan, Department of Psychology, The Chinese University of Hong Kong; Winnie W. S. Mak, The Chinese University of Hong Kong

Being an empowered and contributing citizen has been increasingly advocated in contemporary society. Despite its benefits on community flourishing, little is known about whether and how sociopolitical control and civic engagement contribute to the well-being of the individuals. The present study examined how sociopolitical control would be related to civic engagement, which in turn influences well-being among emerging adults. Study 1 consists of two emerging adult samples from Hong Kong (N = 269; 71.4% female; mean age = 20.0 years) and mainland China (N = 319; 72.2% female; mean age = 20.5 years). Results of multi-sample structural equation modeling found that sociopolitical control were related to greater participation in local community, which was in turn associated with better emotional, psychological and social well-being across Hong Kong and mainland Chinese emerging adults, after controlling for basic demographics. Study 2 used three-wave data from a sample of emerging adults in Hong

Kong (N = 535; 73.3% female; mean age = 20.5 years). Results of cross-lagged path modeling corroborated the findings of study 1 and showed that civic engagement fully mediated the effect of sociopolitical control on social well-being across time, after controlling for autoregressive effects and basic demographics. The findings from the present study suggest that empowering the emerging adults to gain control over social and political system can strengthen civic competence and foster their commitment to participate in the civic affairs, which enhance their well-being. Through positive participation in the community, emerging adults can build positive relationship with society and actualize their self-potential for social betterment.

At the intersection between spirituality and community work Carlos Luis Zatarain, Wilfrid Laurier University

An increased focus on the self, competitiveness and consumerism pose a significant threat to community building and development. Social challenges as we face them today, call for a unique set of skills, values and virtues amongst individuals, such as compassion, appreciation, forgiveness, gratitude, tolerance, acceptance, spreading hope and advocating for justice; also known as spiritual assets as described by the Community Tool Box (2016). This presentation will build upon exemplars of community building and development, focusing on how their spiritual assets intersect with the work that they do.

Exploring the role of sense of connectedness in student retention and success. Romana Morda, Victoria University; Nicole Oke, Victoria University; Lutfiye Ali, Victoria University; Linda Chiodo, Victoria University

Researchers have argued that students who are engaged in their studies and feel a sense of connectedness within their university are more likely to succeed in their studies. This sense of connectedness could be with peers, particularly students within their course cohort, academic staff and/or the wider university community. This study explored the role that sense of connectedness may play in student retention and success in a diverse group of students. Focus groups and individual interviews were conducted with fourteen second and third year students enrolled in Community Development and Psychology courses at Victoria University. There was a mix of full time, part time, mature age and younger students participating in the study. Thematic analysis of interviews indicated that sense of connectedness is organic in that students have diverse understandings and experiences of connectedness, which shifted throughout their course experience. Different types of connectedness were also identified (peers, broader course cohort, staff and the university), which helped validate their sense of belonging. Students reported that connection with peers and academic staff provided an important source of validation and support. Interestingly some students also felt a sense of connectedness with the 'vibe' of the university or what they believed the university represented. Connection with what students' perceived as the 'vibe' of the university will be further explored in this presentation. In addition, student recommended strategies for fostering sense of connection will be outlined.

016. Philanthropy, nonprofits, and the U.S. government: Scaling up programs and creating strategic partnerships
SCRA
Roundtable Discussion
9:00 to 10:15 am
Social Sciences Building: FSS 4004
Recently in the United States, there has been movement of nonprofit programs from the philanthropic community into the government sector. With this change, a new set of challenges has arisen. Where programs funded by the philanthropic community enjoy more flexibility in timing, implementation, and direction, state government programs can be comparatively constrained by topical and budget priorities, shifting public opinion, and changes in leadership. The facilitators of this session will present a case project to demonstrate the adaptation of an innovative and successful community model by a state government to guide a roundtable discussion on the issues of expanding small community programs to larger government programs. The community model to be presented involves school-based initiatives that connect students and families to health and human services and resources they need to for students to attend school, learn, and succeed and for families to become self-sufficient. Questions posed for the ensuing discussion may include: What are the benefits to scaling up? What are the potential hurdles and pitfalls? What are alternative ideas for strategic partnerships, and how can those be created between the philanthropic and nonprofit community and the government sector? The goal of this roundtable is the promotion of learning around this topic, shared contributions, and ways to further enhance non-profit and philanthropic partnerships with the government.

Session Organizer:
Melyssa Tsai O'Brien, Grand Valley State University
Moderators:
Ian Lang, Grand Valley State University
Lisa Venema, Grand Valley State University
Discussants:
Jodi Petersen, Grand Valley State University
Laura Quist, Grand Valley State University
Melyssa Tsai O'Brien, Grand Valley State University
Ouen Hunter, Grand Valley State University
Amber Erickson

017. Community Interventions to Improve Social Determinants of Diet and Physical Activity
SCRA
Symposium
9:00 to 10:15 am
Social Sciences Building: FSS 4006
This symposium will explore the potential of community level interventions to improve built environments and to decrease food insecurity. Two authors will present research on the effectiveness of different interventions to improve diet for people with lower income; the third author will present evidence on the relationships between the built environment and physical activity. The symposium will open with a brief discussion of 'wicked' population health problems, such as poverty, food insecurity and obesity, social determinants of health and community interventions. The first presentation will focus on outcomes and perceived impacts of a community intervention to improve diet for people with lower income who live in areas with poor geographic access to food. The Market Mobile bus was converted into a mobile market for low-priced, high quality, fresh fruits and vegetables. It went into four communities every second week. Community leaders created a bright and fun atmosphere around the market, with activities for children and adults. The second presentation will focus on a food centre in Ottawa, Ontario that takes a novel approach to improving community food insecurity. In addition to emergency food assistance (largely fresh food), this center runs community kitchens, gardens and other training programs. Its staff and 200

volunteers create a warm and welcoming atmosphere. We will explore the ways in which a participatory Photovoice project was used in conjunction with in-depth interviews to understand how the centre has impacted the physical, mental and social health of the food centre users. The third presentation will explore physical activity in the built environment (i.e., walkability) and its role as a social determinant of health. Specifically, it will explore the multi-level relationship between the built environment (measured through an observational scale) and physical activity among Canadian Forces personnel. This work will identify areas for potential improvements to the built environment.

Participants:

Implementation and Perceived Benefits of a Mobile Food Market in Low Income Neighbourhoods in Ottawa, Ontario Jane Platts, University of Ottawa; Aganeta Enns, University of Ottawa; Elizabeth Kristjansson

Introduction Many Canadians fall short of the Canada Food Guide recommendations for fruit and vegetable consumption. Many individual level interventions have been tried, but they fail to consider the influence of larger context (e.g. poverty, food prices, store location). A growing number of interventions are aimed at changing the environment in which people live. We will present evidence on the outcomes of a novel intervention to increase accessibility and affordability of fruits and vegetables to people living in low income neighbourhoods with poor access to a grocery store. The intervention, Market Mobile, involved a bus converted into a mobile market for low-priced, high quality, fresh fruits and vegetables. Our objectives were to: 1) learn whether the Market Mobile had benefits for participants and their communities. 2) learn about factors in context and implementation that may impact on success. Methods The Market Mobil went to four communities every second week. Leaders created a bright and fun atmosphere, with activities for children and adults. The principal investigator volunteered with Market Mobil; she also assessed implementation and fidelity. The perceived benefits of the Market Mobile were assessed by the principal author in semi-structured interviews at baseline and after the intervention had been running for 5 months. In total, 37 people participated in the first round of interviews and 20 people participated in the second round. Results Implementation results indicated that 99% of the people who completed the surveys were planning to return to the Market Mobil. Low price and convenience were mentioned most frequently as reasons for the market's appeal. Other reasons included friendliness, location and community spirit. Impact results will touch on perceived benefits and perceptions of how the program contributes to their community. We will also discuss how participants' perceptions align with perceptions of the organizers.

A Participatory Study of the Health and Social Impact of a Novel Community Food Centre Aganeta Enns, University of Ottawa; Elizabeth Kristjansson; Peter Milley, University of Ottawa; Tracey O'Sullivan, University of Ottawa

Food insecurity, which involves uncertainty about access to adequate quantity and quality of food due to poverty, impacts approximately 8.3% of Canadian households. While food banks providing emergency food assistance are available in communities across Canada, these organizations often have a limited capacity to meet the nutritional needs of individuals seeking assistance. The present study focuses on the Parkdale Food Centre, which provides a novel approach to addressing food insecurity in a community in Ottawa, Ontario. The Centre provides emergency food assistance, community programs, social connections, and links with other services. They emphasize the provision of providing fresh and nutritious foods in a friendly environment. The aims of this pilot study were to examine how participation in the programs at the Parkdale Food Centre impacted the physical, mental, and social health of the food centre users. Semi-structured interviews were conducted with 12 food centre users. Five participants volunteered to take part in a participatory Photovoice project. Five Photovoice group meetings were facilitated in addition to a photo exhibit at the end of the 5 month project. Data from the interviews and from Photovoice were analyzed using a grounded theory approach. Participants described the increased access to fresh foods, connections to resources, and reduced sense of stigma they experienced at the Food Centre. Reflections and participant feedback on the process of sharing their experiences and examining the impact of the Food Centre using Photovoice will be described. In addition to informing decisions at the Food Centre, these results can inform future research and decisions on expanding novel community food insecurity program. Furthermore, these results will provide insight on using Photovoice as a method of examining the impact of community programs.

The Impact of the Built Environment on Physical Activity in the CAF and in Communities Sean Lafontaine, University of Ottawa; Elizabeth Kristjansson; Mike Spivock, University of Ottawa; Julie Martin, University of Ottawa

Most adults in industrialized countries do not meet physical activity guidelines that call for at least 150 minutes of aerobic exercise per week and strengthening activities twice per week (Allen & Morey, 2010); this includes members of the military. The Department of National Defence reported a decrease in physical activity and fitness in Canadian Armed Forces (CAF) personnel between 2004 and 2009 (DND, 2009), which has potential health and work performance implications. In light of this problem, we need to rethink possible solutions. The CAF have traditionally used individual level interventions, such as annual fitness tests; however, research from health and epidemiology suggests that population-based interventions (i.e., more areas to walk) are more effective and sustainable (Rose, 2008). In addition to physical health impacts, research shows that residents living in walkable, diverse, and appealing neighborhoods are more likely to know their neighbours, to participate politically, to trust others, and to be involved socially (Jun & Hur, 2015). This paper will explore the multi-level relationship between the built environment and objectively measured physical activity through a large study being conducted in partnership with the CAF. In this study, we will collect data on the built environment both on and off base using the newly developed Hybrid Active Living Potential scale (HALPS). This data will then be anonymously linked to data on objectively measured physical activity and fitness of CAF personnel. We will explore early results, suggestions from previous research, and identify areas for potential improvement to the built environment. We will also identify and link examples of community interventions (small and large scale), such as litter pickup programs or the creation of bike lanes that improve the built environment. Audience input and engagement is welcomed throughout.

Session Organizer:
Aganeta Enns, University of Ottawa
Moderator:
Jane Platts, University of Ottawa
Discussant:
Alejandra Dubois, University of Ottawa

018. A Library of Things

SCRA
«The Innovative Other»
9:00 to 10:15 am
Social Sciences Building: FSS 4012

With increased attention placed on environmental and social issues in society, ventures that capitalize on the sharing economy are gaining traction. This session will explore the collaborative community consultation process involved in the creation of a Library of Things in Kitchener/Waterloo, Ontario. The Kitchener/ Waterloo Library of Things, currently in development, is a space where community members can borrow infrequently used items such as tools or camping equipment. Instead of buying an electric drill that is typically used for a couple minutes a year and takes up space in your house, members can borrow it from the Library of Things for a nominal fee. To realize its potential, this particular library also addresses social sustainability challenges. Through collaborative consumption, members help reduce their impact on the environment while providing employment opportunities for people who face barriers to employment, in addition to reducing the cost of item ownership. In this session, participants will be shown a video infographic of the Kitchener/ Waterloo Library of Things. Participants are also encouraged to bring an item that they are willing to donate to the Kitchener/ Waterloo Library of Things which will spark a discussion about how creative economies can challenge the traditional conceptualization of libraries and reframe knowledge sharing practices. Then, if informed consent is obtained, the facilitator will film participants talking about what a Library of Things could look like in their community and create a video montage that will be used to encourage more communities to open a similar Library.

Presenter:
Devon Fernandes, Wilfrid Laurier University
Session Organizer:
Devon Fernandes, Wilfrid Laurier University

019. Poittu Varen: Relational and Ethical Practices for Translocal Community Partnerships
SCRA
Workshop
9:00 to 10:15 am
Social Sciences Building: FSS 4014

Indigenous research scholar, Bagele Chilisa (2012), argues that ethics and value beliefs that define relationships and responsibilities should drive the research and organizing process. Yet, how do partnering organizations collaborating across national borders arrive at resonant ethics or beliefs given complex histories of colonialism, identities, and power differentials of the participants? Who decides and how? This workshop will be led by the founding "Executive Learners" of Child Leader Project (USA) and the Trust for Youth and Child Leadership (India), a transnational youth-led organizing community founded in 2008, facilitating youth and young adult community organizing across national borders. We will share the unfolding of "poittu varen" ("go and come back"), a translocal ethic informed by Tamil and Californian youth cultures in India and the USA, and the youth-led and community-based practices that led to its emergence and articulation as a shared ethic. In the case of poittu varen, this ethic emerges from (1) a focus on individual relationships that build the fabric of organizational partnerships alongside (2) the role of "translocal" approaches to organizing across borders in which participants are first situated in their local communities (Kraidy & Murphy 2008). Poittu varen forms the ethical basis to our work

as well as serves as our invitational challenge to other transnational/ translocal projects. Our action research finds that this intentionally relational and local-to-local focused approach creates the foundation that allows for shared analysis of colonialist patterns impacting the partnered people and communities across their national borders, allowing the relationships to continually transform into more effective and sustained partnerships. Through story-telling of our experiences, images of our work, reflective practices informed by our youth leaders, and a group activity, this workshop will highlight and engage with the methodologies we used to develop our ethical framework for relationship, organizing, and research translocally. Participants will learn tools and processes for paying attention to the ethics that emerge from within the context of their specific organizational partnerships informed by poittu varen. We encourage attendees, when possible, to come with their collaborative partners.

Presenter:
SIVA MATHIYAZHAGAN, Trust for Youth and Child Leadership (TYCL)
Session Organizer:
Samantha Lynne Gupta, Pacifica Graduate Institute

020. Stitching Stories: a ceremony of cross-cultural psycho-narrative restoration
SCRA
«The Innovative Other»
9:00 to 10:15 am
Social Sciences Building: FSS 5028

This panel will be a collaborative and decolonial performance-lecture between presenters Kamee Abrahamian & Krista Arias and those who are present and interacting with our work. We will draw on the overlap in our research and creative praxis surrounding the themes of textiles, stitching, cultural memoria and restoration as expressed across/between performative earth-based ceremonial space and transmedia. Our shared work centers the psyches and stories of diasporic women, queers, mothers, and communities who are remembering, decoding, restoring and restorying after lifetimes of colonialism, displacement, intergenerational trauma, oppressive patriarchy, imperialist wars, migration, and genocide. We exist in racialized bodies without access to traditional knowledge keepers, healers or culture bearers. In this participatory performance-lecture, we invite participants to collaborate with the spirits and stories of their own ancestors and lands, as we do with ours in our respective work. Krista is a diasporic Xicana Indîgena-Anglo mixie. Her commitment to interdisciplinary research is rooted in the intersection of arts-based and Indigenous methodologies and epistemologies, social justice, creative praxis, phenomenology, depth and liberation psychologies. Her current research centers on the re-indigenization of birth and mothering practices through community land-based performative ceremonial activism. Kamee arrives in the world as a queer woman and a descendant of Armenian genocide survivors, who were displaced from the SWANA regions and migrated to settler lands (Canada). She works as an interdisciplinary artist, facilitator, and writer, and her current research focuses on integrating psychological and herstorical aspects of traditional weaving and textile from family and ancestry with elements of transmedia storytelling and biomythography. Together we co-create a way forward into ancestral healing, creative reclamation and diasporic futures.

Presenters:
Krista Arias, University of British Columbia, Okanagan
Kamee Abrahamian, Pacifica Graduate Institute
Session Organizers:

Kamee Abrahamian, Pacifica Graduate Institute
Krista Arias, University of British Columbia, Okanagan

021. The Emperor Has No Clothes? Seeing Racism and Climate Change from Global Perspectives
SCRA
Roundtable Discussion
9:00 to 10:15 am
Social Sciences Building: FSS 6004

From the backyards of Auckland, New Zealand (Aotearoa) and the streets of Kalihi in the Hawaiian Islands, two psychologists continue a discussion on how to begin engaging our communities in thinking about climate change. Why is it seemingly so challenging? What are the conscious and unconscious barriers? What does it look like from different parts of the world and why? In a field dominated by notions of "science" that have yet to produce meaningful social transformation despite universities that incentivize vast production of "research," questioning and reflecting may be the hidden key that can begin to unlock different ways of inquiry that can ultimately lead to new pathways of understanding and practice. Some of the issues and questions that will be shared and unpackaged include: • The particular character of embedded racism in the U.S. and how it's different in other countries. Looking at the different reactions in the U.S. and other nations after 9-11 and the implications for issues of climate change. • How the recent presidential election in the U.S. resembles early 20th century patterns, and the possibility that we can't move on until we recognize and co-create new ones. • Community and relationality. In an era where very few ask whether the Emperor has any clothes, one to one engagement may be the starting point of larger social transformation. • Questions of morality, ethics, and spirituality. Listening and learnings from diasporic and indigenous psychologies. Do these frameworks enable us to see differently? • The links between racism and climate change may be more significant than we realize and may provide new opportunities for social engagement, solidarity, and transformation.

Session Organizer:
Gordon Lee, Psychologists for Social Responsibility
Discussants:
Ericka Mingo, National-Louis University
Rochele Royster, National Louis University
Glenda Duldulao, Psychologists for Social Responsibility
Gordon Lee, Psychologists for Social Responsibility
Niki Harre, University of Auckland

022. An international homeplace for Community Psychology: globalization, colonization, federation, coalition or transformation?
SCRA
Roundtable Discussion
9:00 to 10:15 am
Social Sciences Building: FSS 6032

Community Psychology takes many forms around the world, and likewise its organisational formations, affiliations and histories are diverse. With the emergence since 2006 of a series of international conferences, most recently in Durban, South Africa, questions have been raised about the possibility of a loose coalition or umbrella group to facilitate communication across national and regional boundaries, to support the development of emergent programs and initiatives around the world, and to enable a stronger independent focus on community psychology within and beyond the broader psychology community. The aim of this roundtable is to consider the desirability, feasibility and logistics of establishing such a body. The session will consist of brief presentations reviewing the history of the International Committee within SCRA and of the evolving narratives from six international Community Psychology conferences to date, as well as the place (or lack thereof) of community psychology within bodies such as the International Association of Applied Psychology (IAAP). These presentations will be followed by group discussion structured around key questions, including: 1. What does community psychology stand to gain or lose by 'going global'? 2. What are the potential advantages and risks in affiliating with an existing body? 3. What other shapes might an international coalition of community psychologists or of regional community psychology organizations take? 4. Would investing energy in a new organisational entity advance or retard the potential of critical perspectives and place-based community psychologies for transformational impacts around the world? 5. What needs to happen next? In addition to the listed presenters, participants in the roundtable will include members and representatives of community psychology groups from around the world – Europe, the Asia-Pacific region, North and South America, and Africa. It is anticipated that local conversations will have taken place prior to the SCRA Biennial and can inform the roundtable discussion.

Session Organizer:
Heather Gridley, Australian Psychological Society
Moderators:
Heather Gridley, Australian Psychological Society
Mona M Amer, The American University in Cairo
Discussants:
Toshiaki Sasao, International Christian University
Yolanda Suarez-balcazar, University of Illinois at Chicago
Patrizia Meringolo, Department of Education and Psychology, University of Florence ITALY
Serdar M. Degirmencioglu, American University in Cairo

023. Building capacity to address mental illness and emotional distress in low-resource settings and among refugee populations
Global Alliance for Behavioral Health and Social Justice
Symposium
9:00 to 10:15 am
Montpetit Hall (MNT): MNT 203

Increasing attention has been directed toward the burden of mental illness and emotional distress globally. The burden of depression, dislocation, war, traumatic stress secondary to violence and natural disasters, and substance abuse is significant worldwide and endemic in low-resource countries and among refugees forced to flee their homelands. This symposium focuses on two distinct strategies for addressing these challenges: (a) community building and (b) individual case finding and treatment. Examples of promising efforts aimed at mental health promotion will be discussed. A framework for promoting resilience and wellness will be presented, and community building strategies employed in resettling Syrian refugees in Canada discussed. Finally, strategies for addressing serious mental illness in low-resource countries will be described.

Participants:
Mental Health Care in Developing Countries: Individual vs. Community Focus John Sargent, Tufts Medical Center

Increasing attention has been directed toward the burden of mental illness and emotional distress globally. The burden of depression, dislocation, war, traumatic stress secondary to violence and natural disasters and

substance abuse is significant worldwide and endemic in developing countries. Two very distinct responses to this have been put forward: 1) enhanced epidemiologic research and individual case finding and treatment, utilizing standardized diagnostic criteria (e.g., DSM-V, developed in first world countries); and 2) an indigenous, culturally synchronous effort to build and strengthen families and communities in developing countries. This is especially true for those countries experiencing war, dislocation and refugee stress, and post conflict disruption. This latter approach would be relational, oriented toward building connections of care and support, and would rely upon community resources and community health workers to build internal resilience. This presentation will argue in favor of the latter approach given the scarcity of professionals, the customs and comfort of community members and the pervasiveness of stigma against mental health labeling and individualized treatment.

> A resilience and wellness framework to guide efforts to develop and implement assistance programs for refugees Virginia Gil-Rivas, University of North Carolina Charlotte

Estimates from the UN High Commissioner for Refugees Office (UNHCR) show that a record number of people were displaced worldwide in 2015. Specifically, 65.3 million people were displaced, and of these, 21.3 million were refugees (UNHCR, 2016). Notably, the majority of these are women and children. Recently, calls have been made to increase efforts at the city and community level to respond to the need of refugees and to support the host communities. The influx of refugees has had a major impact on the economy, demographic makeup, and the day-to-day life of the receiving communities. In this context, efforts should be made to work with communities in building their capacity to respond to these rapid changes and facilitate the integration of refugees into their communities. In this presentation, we will describe a resilience and wellness framework to guide efforts to develop and implement assistance programs for refugees. We propose that these efforts should be guided by the ecological framework and grounded on values such as collaboration, social justice, empowerment, and appreciation for diversity. An ecological framework accounts for the influence of the immediate context (e.g., families, classrooms), as well as the broader organizations and structures (e.g., schools, coalitions, workplace), localities, and macro-level forces (e.g., societal values and beliefs, mass media) that influence the adaptation of individuals and communities. We will highlight the need to: 1) focus on building community-specific capacity; 2) increase the capacity and supportive potential of natural settings (e.g., schools, faith-based communities, workplaces) to promote resilience and wellness; 3) address access to power and resources; and 4) increase the capacity to develop and implement methods and interventions that are culturally and context-appropriate among key stakeholders.

> The Importance of Community Building in the Successful Resettling of Syrian Refugees – The Canadian Experience Elayne Tanner, Elayne Tanner & Associates, Inc.

Between December 2015 and November 2016, 34,746 Syrian refugees have been welcomed into Canada. Although largely government sponsored, community organizations and churches also privately sponsor families. By early 2017, Canada will welcome an additional 28,000 refugees. Each refugee must pass a robust, multilayered screening process prior to entering Canada, yet with an efficient well-planned five-phase process, Syrian refugees arrive in Canada within the year. Follow-up studies, media reports and anecdotal evidence indicate that Syrian refugees are successfully settling into Canada. Refugee families are establishing roots in host communities and assimilation into Canada is occurring. In a country that values multiculturalism, Syrian families continue to maintain their own culture and faith. Refugees leave their homeland under duress in order to find family safety and security and they are finding that in Canada. Integration of Syrian refugee families has been achieved through extensive community building efforts. Government, cultural agencies, churches and schools work together to integrate the refugees. Government funded transportation brings families to Canada. Housing, clothing, schools, health care, employment, and specialized services are all provided in the host community. Those who have previously integrated into Canadian society provide mentorship to assist with the transition. Families from faith based community groups and charitable organizations support newcomer families to provide assistance in navigating the processes of daily living. Lessons learned about incorporating refugees from war-torn countries will be shared. As well, the benefits of adopting a community building, holistic approach rather than a medical model perspective when welcoming a large influx of newcomers into our neighborhoods will be discussed.

> A global mental health crisis: Untreated serious mental illness Cynthia Handrup, University of Illinois at Chicago

The Comprehensive Mental Health Action, adopted by the WHO in 2013, has the potential to change the course of global mental health by 2020. In this resolution mental health was formally recognized, for the first time, with the same degree of importance as physical health by the WHO. Many mental health experts argue that serious mental illness in low-resource countries and communities should be funded in the way that HIV and AIDS have been for the last decade. (Farooq, S. June 2016). Statistics vary, yet the WHO estimates that serious mental illness (schizophrenia, bipolar disorder, depression and alcohol use disorders) affect 450 million people and account for 12% of the global burden of disease. In comparison, HIV accounts for 6% of the global burden of disease, while it receives a much higher percent of the yearly global health budget than the 4% mental illness receives. The WHO action plan objectives include providing for integrated mental health and social care in community-based settings with a goal of a 20% increase in service coverage for severe mental illness and a 10% decrease in the suicide rate by 2020. This presentation will discuss several approaches to dealing with the major challenges in fulfilling the WHO Mental Health Action Plan in low-resource countries. Specifically, this presentation will focus on: 1) Integration of mental health screening and preventive care into routine primary health care. 2) Improve the access to effective psychotropic medications. 3) Increase the numbers of mental health providers & access to care. 4) Provide effective & affordable community based mental health care.

> Session Organizers:
> Jill D. McLeigh, University of Colorado School of Medicine
> Deborah Klein Walker, Abt Associates

024. Healing After the US Election: What is a Community Psychologist to Do?
SCRA
Roundtable Discussion
9:00 to 10:15 am
Vanier Hall: VNR 3035

We believe the United States is undergoing a radical transformation as a result of the current electoral process. The American people are increasingly divided over party, racial/ethnic, socioeconomic, religious, and gender lines among others. There is a general sense of frustration and mistrust on both sides of the political spectrum. The political narrative from the Trump

campaign has encouraged open expressions of hatred among its followers, which are also met with angry responses from the opposition. There is a growing sense of concern that American society has lost decades of social integration efforts. Unfortunately, there is no clear consensus about how can we heal the wounds that have been opened during the campaign. How can we re-establish trust as a society and how can we re-learn to get along and continue to accept and respect our differences? The country seems to be experiencing a great sense of uncertainty about its future. One of the questions that will be raised during the discussion is what can we as community psychologist do about this situation? The discussion will start with brief statements from panel members about their own perspectives about ways or strategies that could be used to contribute to the healing process. Audience members will then be invited to bring their own ideas and suggestions and to share their own personal experiences with the process. The main suggestions generated through the discussion will be collected and shared with the SCRA Policy group in order to generate a policy statement. We hope to recruit volunteers from the panel/audience who may be interested to participate in the production of this document. As I prepare this proposal I do not know who is going to win the election. However, no matter who wins, the damage has been done and the need to heal remains.

Session Organizer:
Fabricio Balcazar, University of Illinois at Chicago
Moderator:
Fabricio Balcazar, University of Illinois at Chicago
Discussants:
Daniel Cooper, Adler School of Professional Psychology
Leonard Jason, DePaul University
Christopher Corbett
Jennifer Hosler, University of Maryland-Baltimore County

025. Using innovative nonprofit evaluation capacity building as a catalyst for transformative community change
SCRA
«The Innovative Other»
10:30 to 11:45 am
Social Sciences Building: FSS 1005
Nonprofit organizations continue to be challenged by limited resources and more complex community challenges. Identifying innovative approaches to strengthen nonprofits' capacity to effectively engage in evaluation is crucial to ensuring the health and vitality of communities. CNM Connect is a nonprofit with the mission to strengthen communities by building organizational capacity. In 2016, CNM-pact, an innovative outcomes technology service, was piloted with eight nonprofit organizations in North Texas (USA). CNM-pact offers organizations the ability to effectively track, evaluate and report program outcomes and provides expert evaluation consultation. In-depth interviews were conducted with the eight pilot nonprofits to understand the impact of CNM-pact services on organizational needs and evaluation capacity. This presentation will (a) describe CNM-pact and its innovative approaches to evaluation capacity building, (b) discuss the impact of CNM-pact on pilot nonprofits' organizational needs and capacity, and (c) provide recommendations to audience members who are working with community-based nonprofits to build evaluation capacity.

Presenters:
Kyrah Brown, Sedgwick County Health Department
Susan M. Wolfe, CNM Connect
Session Organizer:
Kyrah Brown, Sedgwick County Health Department

026. Families Experiencing Homelessness in Canada: A Closer Look at Pathways, Relational Impacts, and Future Directions
SCRA
Symposium
10:30 to 11:45 am
Social Sciences Building: FSS 1006
Families represent a sizable proportion of the homeless population – approximately one-third of all homeless people. Family homelessness is associated with a range of challenges, including chronic medical problems, poor mental health in parents, and behavioural problems in children. Nevertheless, homeless families have not been studied to the same extent as other homeless subpopulations. Canadian research is even scarcer, with much of our knowledge about family homelessness coming from the United States. With families being identified as a priority population in many provincial homelessness action strategies, there is a critical need to learn more about the issue within a Canadian context to develop effective interventions for prevention and reduction of family homelessness. This symposium will present findings from two studies and two reviews of families experiencing homelessness to uncover a more in-depth understanding of the situations and challenges that these families face. In examining families' pathways into homelessness, key considerations for prevention and intervention will be highlighted. As well, a focus will be paid to groups that face heightened risk of homelessness, such as newcomer and foreign-born families. Study findings will then be integrated within the larger research field to identify key knowledge gaps and develop an agenda for future research on family homelessness. The goal of this symposium is to position family homelessness as a social problem that requires immediate action and underline opportunities for community-based researchers to make contributions for prevention.

Participants:
Toward an Ecological-developmental Perspective on Family Homelessness John Sylvestre, University of Ottawa; Alexia Polillo, University of Ottawa; Konrad Czechowski, University of Ottawa; Nick Kerman, University of Ottawa; Catherine M Lee, University of Ottawa; Tim Aubry, Universtiy of Ottawa

Homelessness is a growing social issue that has complex and wide ranging consequences. Nonetheless, less is known about family homeless than about homelessness among single adults. This may be because family homelessness is a less visible problem. Much of the research that has been conducted to date has focused on the characteristics of families that may place them at greater risk for homelessness, or the health and mental health consequences for various family members. There is a need, however, for research that can provide a more differentiated understanding of this issue. Building on suggestions from Haber and Toro (2004) we propose an ecological-developmental perspective on family homelessness that emphasizes an understanding of family homeless as not a homogenous event but instead as a diverse set of pathways. By this we mean that family homelessness for many is not a discrete event but a process that unfolds over a period of time, characterized by poverty, instability and family stress that precedes, accompanies, and may persist beyond the actual period of homelessness. By this we also mean that the experience and consequences of family homelessness can be examined in terms of how this process intersects with the particular family histories and the developmental stages of various family members. In this presentation we will present this

perspective along with supporting research evidence, and we will also provide some directions for future research.

> Pathways into Homelessness for Foreign-born Families Living in Ottawa's Family Shelters Alexia Polillo, University of Ottawa; John Sylvestre, University of Ottawa; Nick Kerman, University of Ottawa; Catherine M Lee, University of Ottawa; Tim Aubry, Universtiy of Ottawa; Konrad Czechowski, University of Ottawa

Every year, a large number of individuals and families around the world are forced out of their homes, as a result of conflict, violence, and oppression. Canada has been responsible for resettling a large number of immigrants and refugees annually, specifically, about 14,500 refugees and 151,000 immigrants. When foreign-born individuals arrive in a new country, they often face new challenges, such as unemployment, low wages, language barriers, smaller social networks, and discrimination. These challenges can prevent foreign-born individuals from securing safe and affordable housing that, in turn, increases their risk of homelessness. More recently in Canada, the number of immigrants and refugees has been on the rise, and a large proportion of these newcomers are families. Although the research on foreign-born families is limited, the research that does exist points to economic hardships, persistent poverty, and incidents of homelessness for foreign-born families. In a sample of 687 families residing in Ottawa's family shelters, Sylvestre and colleagues found that 25% of homeless families were permanent residents and 14% were refugee claimants. What remains unclear, however, is the process by which these foreign-born families become homeless and how this process influences their experiences while homeless. This presentation will examine the pathways into homelessness for foreign-born families residing in Ottawa's emergency shelters. Preliminary findings will be taken from in-depth qualitative interviews with youth and adult heads of families. This presentation will detail the findings of the study and raise implications for service delivery to better understand the issues facing immigrants and refugees, and the needs of Canada's changing homeless population.

> Parent-Child Relationships Among Homeless Parents Separated from their Children: A Scoping Review Rachel Ayla Caplan, Wilfrid Laurier University

Families that are homeless are more likely to experience parent-child separations than families with a home. Moreover, mothers living with at least one of their children in shelters for homeless families often have other children living apart from them. Not much is known about fathers living in individual or family shelters who are separated from at least one of their minor children. A scoping review was conducted to examine what is known about parent-child relationship circumstances and experiences of fathers and mothers experiencing homelessness and separated from their children. Based on a review of 35 sources, some research has focused on the separation of homeless parents (i.e., mothers and fathers together) from their children. Some sources have compared the circumstances and experiences of homeless single mothers living with their children to those separated from their children while living in homeless shelters. While a few empirical studies have included homeless single fathers living with or separated from their children, none disaggregated findings based on father-child separation status. Finally, differences between mother-child and father-child separations are scarce within family homelessness literature. This presentation will explore findings from the scoping review as they relate to homeless parent-, mother-, and father-child separations. Predictors and precursors of separation prior to homelessness (e.g., domestic violence, substance use, shelter regulations, and family breakdown); experiences

during separation (e.g., invisibility of parenting status, identity and parenting roles, and psychological and emotional impacts); and family preservation and reunification challenges after homelessness (e.g., services and resources; stable housing; system integration and cohesion) will be discussed.

> Social Capital and Well-Being in Homeless Families Nick Kerman, University of Ottawa; John Sylvestre, University of Ottawa; Alexia Polillo, University of Ottawa; Catherine M Lee, University of Ottawa; Konrad Czechowski, University of Ottawa; Tim Aubry, Universtiy of Ottawa

Social capital, which refers to a stock of individual- and group-level resources and networks, is positively related health and well-being. It is also thought to be a preventative factor against homelessness. Moreover, research has demonstrated that people often experience deteriorations in their social capital during transitions into homelessness. In addition to social capital having a key role as a pathway into homelessness, it can also affect future securement of housing. However, the role of social capital for homeless families has only been minimally studied. As evidence indicates that families experiencing or at-risk of homelessness may have low social support and weak networks, social capital may have similar impacts on families experiencing homelessness as it does for other homeless people. This presentation will examine the role of social capital as a pathway into family homelessness, and its consequential impacts on health and well-being. Moreover, the process in which families become disaffiliated from friends and family will be highlighted. Findings will be drawn from a mixed-methods study of homeless families using the shelter system in Ottawa, Ontario. This includes data from quantitative assessments (n = 75) and qualitative in-depth interviews with adult heads of families (n = 18) while they were living in shelter. Service implications related to bridging capital (i.e., connections to other social groups, such as service providers) will be discussed as a way of facilitating families' exits from homelessness, and improving health and well-being.

> Session Organizer:
> > Nick Kerman, University of Ottawa
> Moderator:
> > John Sylvestre, University of Ottawa

027. Ignite Session 2
SCRA
Ignite Session
10:30 to 11:45 am
Social Sciences Building: FSS 2005
> Participants:
> > Addressing Homelessness and Addiction through the Addiction Supportive Housing (ASH) Program in Waterloo Region Raha Sheivari, York University; Amanda Sanichar, University of Waterloo

Homelessness has become a nation-wide crisis in Canada over the past few decades. At the heart of this crisis lies the decisions made by the federal, provincial, and territorial governments to withdraw provision from social housing and cut funding to housing programs since the 1990s. Homelessness is associated with adverse outcomes for well-being, including: addictions and mental health problems. The efforts to address the needs of Canadians experiencing homelessness have often been contingent upon emergency services providing temporary support. However, this strategy has not been effective for a growing population of Canadians who are homeless and struggling with addictions and mental

health problems. The Addiction Supportive Housing (ASH) program is a province-wide initiative which endeavors to address the specific needs of this population. In Waterloo Region, the ASH program has been designed to provide immediate access to independent and permanent housing, as well as support based on harm reduction strategies. This community-based research project is a community-academic collaboration between House of Friendship and the Centre for Community, Research, Learning and Action (CCRLA) at Waterloo, Ontario. This study seeks to understand the experiences of thirteen individuals, with a history of chronic homelessness, addiction and mental health problems, as they currently participate in Waterloo Region's ASH program. Semi-structured interviews are employed to capture the life stories of ASH participants as they reflect on their transition from being homeless to participating in the ASH program. Through narrative analysis of life stories, this study explores how access to affordable and supportive housing has made a difference in the well-being of a subset of ASH participants. More broadly, this study demonstrates the importance of having access to social determinants of health such as stable housing and a continuum of supports including individualized-counselling, in paving the way to recovery from homelessness and addiction.

Libera nos a malo: homosexuality in the Roman Catholic Church discourse Anna Zoli, University of Brighton

Liberation from the ties of mainstream social discourse is an ongoing challenge for Critical Community Psychology. Together with political and economic constraints, the everyday use of language provides a framework of repertoires that shape our understanding of the social world and its phenomena in a routinized and uncritical way. The phenomena themselves are not objective things "out there", but they are continuously deconstructed and reconstructed, according to their function and context of use. In this ignite presentation, we aim to show how the Roman Catholic Church discourse on homosexuality and related topics (civil unions, equality marriage, same-sex parents' adoptions) is based on stereotypes that portray homosexuals as a social danger. By defining the homosexual as an intrinsically disordered person, the doctrine nourishes negative media discourses around LGBT rights with misleading information based on 'common sense' assumptions and stereotypes. The presentation is based on the findings from a research project on the official documentation of the Roman Catholic Church; all data analysed are in English and sourced from the public domain. The documents were systematically analysed using discourse analysis and a critical community psychology framework. We would like to contribute to the critical knowledge of use of everyday discourse, as it is often shared in our communities' dialogues, media, and communications. We believe this is a good point for the critical praxis on the long way towards the liberation of the biological exuberance of human nature.

The Ecological Perspective of Hidden Barriers: How Health-Related Stereotype Threats affects LGBTQ Populations. Deborah Ojeda, Wichita State University; Rhonda Lewis, Wichita State University

Stereotype threats have been documented to have a significant impact on an individual's behavior. Recently, the literature suggests that stereotype threats could be a factor for barriers in the healthcare setting. This presentation explores the potential impact of health-related stereotype threats among the LGBTQ community in health care settings. An online survey was disseminated nationally to gather the viewpoints and experiences of the LGBTQ community about their interactions with health care providers. The survey consisted of demographic questions, the Health-Related Stereotype Threats Scale, Fear of Physician Scale, items from

Short-Form Health Survey (SF-36), Positive and Negative Affect Schedule (PANAS), and open-ended questions about their healthcare experience. The presentation will explain how stereotype threats can negatively affect communication between a patient and their provider and patients' mental health from an ecological perspective. Recommendations and future implications will be discussed.

Young and Queer in San Bernardino: Reflections and Action Sarah Faye McMullen, CSUSB; Martin Barriga, CSUSB; Raul Maldonado, CSUSB; Krystalyn Marquez, CSUSB; Martin Rojas, CSUSB; Giovanni Sanchez, CSUSB; Jennifer Thompson, CSUSB; Marissa Wollard, CSUSB

Queer youth are often bullied and at-risk both physically and emotionally. And yet, daily, they navigate through a maze of intersecting responsibilities, challenges, and rewards stemming from their identity. Hence, many Queer youth develop a myriad of strengths and resiliencies in the face of challenges, and create and sustain their own safe spaces at school and in the community; all of which can be further fortified through community action. The present study examined which factors of resiliency and empowerment in Queer teens are most salient and can be positively impacted through participation in community-based interventions including participation in Photovoice. Experience with previous projects led to a two-pronged approach: a new Photovoice research process with incoming youth joining a high school GSA; and action on proposals resulting from prior Photovoice projects. Photovoice permits participants to take photographs of different aspects of their lives, and then participate in facilitated critical analyses of the photographs. The youth were involved not only in the reflection and analysis of the photos, but in the subsequent qualitative analysis and development of themes. The research team's main role was to facilitate contacts with other issues-based organizations, aid in developing and maintaining timelines, provide space and structure for reflection, analysis, and occasional redirection of the processes. Participants completed a series of psychometric measures prior to engaging in the two projects and following their completion: the Child and Youth Resilience Measure, the Psychological Empowerment Scale and the Coping Strategy Indicator. We hypothesized that upon completion of the Photovoice project, we would see significant positive changes in their resiliency, empowerment and coping skills. Preliminary analysis suggests that the hypothesis was supported, and that Photovoice is an effective means for bringing awareness both to issues that can cause psychological distress among Queer youth, as well as sources of strength and empowerment.

Cultural Adaptation of Evidence-Based Psychosocial Interventions Caitlin Sorenson, Pepperdine University; Shelly Harrell, Pepperdine University

The primary aim of this proposed ignite presentation is to provide a concise 4–point cultural adaptation model for researchers and practitioners that emerges from relevant empirical and conceptual literature. The rationale behind cultural adaptations of empirically supported psychological interventions and specific exemplars will be highlighted. Over the last fifty years, thousands of well-controlled outcome studies (randomized controlled trials) have established a body of empirically supported treatments (ESTs) for specific target problems and disorders. However, as is true across the medical model, demographically skewed research participation constitutes a system-wide methodological error, contributing to the marginalization of culturally diverse communities in psychological study and to poor health outcomes for non-White populations. The rise of ESTs in the U.S. has coincided with massive demographic changes and

the failure of psychology to address and serve the mental health needs of our diverse population has become increasingly obvious. Multicultural theory rejects the premise of a culturally-neutral universal psychology. Therefore, even a cursory understanding of a theoretically-grounded and coherent view of multicultural competence calls into question the practice of delivering interventions "off the shelf" to intersectionally diverse clients and communities. All practitioners should attempt to adapt interventions to better address and better "fit" the needs of the local communities they serve. Consistent with long-held community psychology values, adaptation requires balancing guidance derived from theoretical and empirical literature with meaningful collaboration with local communities. Creative examples of such integration of perspectives will be highlighted. The objectives of this proposed presentation are to: (1) identify the four primary approaches to cultural adaptation found in the literature with a systematic analysis of their differences and common themes, (2) offer an integrative model to guide cultural adaptation best practices and provide examples of its application, (3) discuss implications for research and action relevant to effective intervention development and implementation.

> The strengths model of case management and the community integration of people with severe mental illnesses Maryann Roebuck, Centre for Research on Educational and Community Services, University of Ottawa

Services and programs for people diagnosed with severe mental illnesses often focus on risks and target growth in areas of weakness. Alternatively, organizations adopting the strengths model of case management build on characteristics already present in people and work to enhance their personal and community strengths. Although the strengths model is increasing in popularity at the community-level, evidence for its effectiveness is limited. The approach is reported to improve people's quality of life and lead to positive employment and education outcomes. However, findings are inconsistent, methods vary, and sample sizes tend to be small. One of the six principles of the strengths model is that community is viewed as an oasis of resources. This community focus is an aspect of the approach that is not well-researched yet may contribute to the overall effectiveness of the model. This paper will describe the methods and analyses that are planned in order to examine the relationship between high fidelity to the strengths model of case management and the community integration of people with severe mental illnesses. This doctoral research is part of a broader CIHR-funded study, entitled, "Evaluating the strengths model of case management for people with severe mental illness: A multi-province study." In partnership with seven community organizations in Ontario, Quebec and Newfoundland, 310 people, new to the strengths model of case management, are participating five in-depth interviews each, over an 18-month period. The broader study also measures each organization's fidelity to the strengths model at several time points. By understanding the role of the strengths model in community integration, the research will contribute to the improvement of services for people with severe mental illnesses and provide evidence for program and policy purposes.

> Neighborhood and Parental Mental Health: A Critical Review Yiwen Cao, Ohio State University

Poor parental mental health diminishes their capacity to parent and poses great risk for the well-being for children and families. Neighborhood environment in which families reside could exert influence over parents' mental health. However, no synthesis has been conducted to review current research examining the linkage between neighborhood and parental mental health. This study aims to address this gap. A comprehensive search

using electronic databases yield 10 empirical studies that investigates how neighborhood environment impacts parental mental health. A critical review of the literature shows that, first, research up to date has predominantly examined the role of neighborhood on maternal mental health, and depression; second, findings on how neighborhood structural characteristics such as socio-economic are mixed, while the deleterious impact of neighborhood process factors (e.g. social cohesion, social disorder) on mental health is better supported in reviewed studies; third, an emerging body of literature investigates the potential role of neighborhood environment in buffering negative consequences of exposure to trauma such as intimate partner violence. This critical review has implications for advancing existing knowledge on neighborhood environment and parental mental health, which therefore sheds light on community prevention efforts for enhancing family well-being. A future research agenda will also be discussed.

> Elders wisdom: Older adults as co-researchers Erin Elizabeth Partridge, Elder Care Alliance

Older adult voices have been left out of the discourse around their care. As the global population of older adults increases, we need to consider how we understand, construct meaning, and provide care. Though the realities of stamina, cognitive decline, and multiple medical concerns may limit certain research methods, older adults are able to contribute to inquiry and have a wealth of knowledge to share. This presentation will cover both formal and informal research with older adult co-researchers and make suggestions for collaborative inquiry in other contexts.

028. Building AIDS competent communities: The Connect-to-Protect Coalitions
    SCRA
    Symposium
10:30 to 11:45 am
Social Sciences Building: FSS 4004

Coalitions are a popular medium for promoting community change and for enabling communities to achieve public health goals. Comprehensive theoretical frameworks of coalition development and implementation suggest coalitions enable achievement of individual-level public health outcomes through two primary mediating mechanisms, community capacity and enactment of community changes. According to the most popular among these frameworks, Community Coalition Action Theory (CCAT), successful coalitions create community changes by affecting policies and expanding programs, thereby influencing public health directly. Coalitions also indirectly influence public health outcomes by cultivating the capability of the local community to manage its public health challenges successfully. By developing problem-solving and planning skills, promoting new leadership, creating alliances, and stimulating bridging and bonding capital, coalitions create the context in which communities possess the ability to respond to public health issues creatively and nimbly. Well-organized and run coalitions contribute to structural change outcomes in part by developing synergy among diverse community actors. As coalition members engage in strategic planning and pool their resources, their collective problem-solving capabilities develop. Well-laid and executed plans lead to the achievement of structural changes. Connect-to-Protect (C2P) was an initiative of the Adolescent Medicine Trials Network for HIV/AIDS Interventions (ATN). The ATN is a research network funded by the National Institute of Child Health and Development, National Institute on Mental Health, and National Institute on Drug Abuse. In 2006 following multiple years of formative research,

Conference Program

the ATN mobilized 13 C2P coalitions at multiple sites in the United States and in the Commonwealth of Puerto Rico. In 2011, 5 of these original coalitions ceased operation and 5 new coalitions were mobilized. The C2P initiative operated through the winter of 2015-2016. Thus, over the life of the C2P research program, ten of the coalitions operated for a period of roughly 5 years and the remaining eight operated for a period of roughly 10 years. Coalitions were charged with securing structural changes that might reduce high-risk adolescents' exposure to HIV infection and increase their access to HIV testing. In 2008, coalitions expanded their efforts to include an emphasis on linking HIV infected youth to HIV medical care. C2P coalitions were convened and led by the staff of the adolescent medicine and infectious disease units in each C2P location. These units were typically associated with a major research and teaching hospitals. In these linked presentations, we draw on process data collected on the implementation of these coalitions over their lifespan, youth outcome data, and interviews with key informants conducted during C2P's final 2 years to understand the strengths and weaknesses of coalition implementation and document these coalition's trials and triumphs

Participants:

Policy and systems changes achieved by the Connect-to-Protect coalitions: A ten-year retrospective Sarah Reed, Michigan State University; Danielle Chiaramonte, Michigan State University; Trevor Strzyzykowski, Michigan State University

This presentation will describe the policy and systems changes produced by the C2P coalitions. All 915 objectives pursued since the mobilization of these coalitions were content coded on a variety of indicators including completion status, type of change, domain, sector targeted, population targeted, length of time to completion or abandonment, and probable scale of impact. We will provide an overview of C2P community changes, as well as examine community-level variability, which serves as an indicator of local needs and concerns. We will present on accomplishments within three domains – HIV prevention, HIV testing, and HIV linkage to care – and by community sector (e.g., faith-based community, education). For example, of the completed objectives, a majority focused on prevention or capacity building; only 11% addressed a system- or institutional-level policy change to support prevention. We will also report on accomplishments over the lifespan of the coalitions, as coalition development theories suggest that community accomplishments change in response to coalition functioning. Coalitions are theorized to become more adept at responding to community needs and priorities. Examining the diversity and change in coalitions' policy and systems change achievements over time provides insight on the evolving nature of coalition work and provides practitioners with guidance on leading coalitions focused on structural changes.

Youth health outcomes from the Connect-to-Protect Coalitions to prevent adolescent HIV infections Robin Miller, Michigan State University; Olga Santiago-Rivera, Michigan State University; Danielle Chiaramonte, Michigan State University; Ignacio Acevedo-Polakovich, Michigan State University

The C2P coalitions shared overarching goals of fostering their communities' development as adolescent-supportive places and of reducing HIV stigma, in addition to affecting youth's HIV risk and HIV testing behaviors. We assessed the relationships among these HIV-related social and behavioral outcomes in eight sites operating C2P coalitions. Cross-sectional panels of adolescents (N = 2,517) completed an audio-computer-assisted interview administered annually over a 4-year period, providing data on satisfaction with their communities as adolescent-supportive environments, internalized

HIV stigma, lifetime HIV-testing, lifetime sexual risk-taking, and number of sexual partners in the prior year. Generalized structural equation models examined hypothesized links between time since coalition mobilization and study outcomes. Over the 4 years, adolescents perceived their communities to become more supportive (p < .05). Positive perceptions of community support were associated with lower lifetime HIV sexual risk (p < .05), fewer sexual partners (p < .01), and greater likelihood of having tested for HIV (p < .05). The effects of HIV stigma on behaviors were mediated entirely by perceptions of community support. These data suggest organizing community coalitions to better respond to high-risk adolescent's HIV-related needs can reduce risk behavior.

Structural and community outcomes of the Connect-to-Protect Coalitions: Results from Key Informant Interviews Sarah Reed, Michigan State University; Robin Miller, Michigan State University; Danielle Chiaramonte, Michigan State University; Trevor Strzyzykowski, Michigan State University; Chelsea Schmidt, Michigan State University; Hannah Spring, Michigan State University; Alexandra Watson, Michigan State University; Megan Zoelling, Michigan State University

This paper will examine the extent to which C2P was effective in achieving community change outcomes and developing local community capacity to respond to the adolescent HIV epidemic in 14 U. S. communities. We coded 317 key informant interviews conducted across the C2P sites using Kegler and Butterfoos' CCAT constructs, in addition to contemporary theoretical and empirical work on key constructs such as social capital (e.g., Neal, 2016). In these analyses, we examine the development of synergy and capacity. We found consensus among informants that C2P created new alliances, effectively pooled resources, developed an infrastructure for youth voice, fostered information sharing, and enhanced member skills. Coalition members reported a shift in climate from competitive to collaborative. Informants noted trust and a sense of community were fostered by the coalitions. Findings also point to power imbalances between convening institutions and other community sectors that impeded the creation of important partnerships and dampened community leadership opportunities. Weak efforts to cultivate youth leadership also proved a significant problem. HIV stigma and gaps in HIV knowledge among those who would be organized in coalition also proved a barrier to C2P's successful mobilization.

Session Organizer:
Danielle Chiaramonte, Michigan State University

Moderator:
Robin Miller, Michigan State University

Discussant:
Vincent Francisco, University of Kansas

029. Unpacking participation among people with disabilities across domains of life and meaningful settings.
SCRA
Roundtable Discussion
10:30 to 11:45 am
Social Sciences Building: FSS 4006

Opportunities for social participation and inclusion are crucial factors in the quality of life and well being of all people. But for people with disabilities, structural and cultural access to these opportunities is often limited. Social participation encompasses as activities related to daily living, working, volunteering, sports and leisure, etc. . Social participation has been deemed a key element of the United Nations Convention on the Rights of Persons

with Disabilities (now ratified by more than 150 countries around the world). Despite this recognition, people with disabilities continue to experience low rates of social inclusion and participation in community settings such as work, school, leisure and community organization. These low rates of participation and inclusion have adverse effects on individuals' health, well-being, independence and income. . Increased participation is often limited by physical inaccessibility, and exclusionary attitudes, policies, programs and services.. However, there are opportunities and initiatives to increase social participation of people with disabilities. This proposed roundtable will highlight these opportunities and provide an occasion to discuss how communities can promote social participation of people with disabilities in various contexts related to health, employment, school, leisure, physical activities and sports. We will discuss issues of empowerment for people in relation with the severity of disability, as well as recommendations for policy, programs and services that increase social inclusion and participation. This roundtable gathers participants from various disciplines, perspectives and expertise to share their experience and discuss the challenges and best practices to pave the way to a more inclusive society.

Session Organizers:
Delphine Labbé, University of British Columbia
Alexis Buettgen, York University
Jonathan Rudow, Pacifica Graduate Institute
Tom Moran, James Madison University

Moderator:
Delphine Labbé, University of British Columbia

Discussants:
Amber Williams, National-Louis University
Danette Gibbs, Longwood University
Alexis Buettgen, York University
Yolanda Suarez-balcazar, University of Illinois at Chicago
Fabricio Balcazar, University of Illinois at Chicago
Jonathan Rudow, Pacifica Graduate Institute

030. Myths, Metaphors & Moguls: A Workshop on Causal Layered Analysis Methodology
SCRA
Workshop
10:30 to 11:45 am
Social Sciences Building: FSS 4012

As Community Psychologists we have the privilege of being able to work with diverse communities, and explore complex issues and social problems. This diversity and complexity demands we have a suite of contextually appropriate and inclusive research methodologies; capable of examining the at times paradoxical nature of the issues and problems we examine. One such analytical and interpretive approach is Causal Layered Analysis. In this workshop, we will introduce participants to Causal Layered Analysis, an analytic method and methodology used to deconstruct complex social issues and topics. Within and beyond the Australian context, Causal Layered Analysis has been championed as a practice that promotes the deconstruction and approach of social cultural issues that are pervasive, endemic, and overwhelming in nature (e.g., colonisation, climate change, social construction of disability, gender relations, etc.). Used in this way, the multi-levelled framework of Causal Layered Analysis allows for unknown cultural myths and metaphors to surface, worldviews and discourse to be made explicit, the role of systems and structures to be examined, and for common ways of regarding issues to be contextualised. Causal

Layered Analysis is expansive and generative, with a potential to illuminate new and alternative ways of knowing and doing, and opportunities for transformation. Using a transcript of the second US Presidential debate between Clinton and Trump as our 'data source', we will take participants through the analytical process of conducting a CLA, exploring how gender is constructed within this presidential debate. The aim of this workshop is to provide an introduction, and preliminary training in the analytical approach. At our university in Australia we have community of practice focused on this methodology, we would like to share our practices inviting your collaboration as we continue to explore the application of the approach. In addition, we hope to begin an ongoing international conversation around this and similar approaches, and establish a network focusing on our research methodologies.

Presenters:
Peta Dzidic, Curtin University
Emily Castell, Curtin University
Brian Bishop, Curtin University
Kate Dorozenko, Curtin University
Kelly Johanna Prandl, Curtin University, Western Australia
Darren Garvey, Curtin University

Session Organizer:
Peta Dzidic, Curtin University

031. Ecological approaches to intervention development for vulnerable and displaced populations in low resource/ high conflict settings across the globe
SCRA
Symposium
10:30 to 11:45 am
Social Sciences Building: FSS 4014

Transforming community research into practical action in global settings requires a complex set of developmental steps that consider context across cultural, political, and infrastructural levels. Ongoing political and societal conflict in some low- and middle-income countries creates circumstances of urgent psychosocial need, limited infrastructural resources, high numbers of displaced people, and cultural barriers. Developing, adapting, and carrying out successful interventions to address various forms of trauma and foster multiple important domains of both daily functioning and mental health requires significant, early stage, culturally-informed development efforts. Such efforts are best suited to an ecological approach in which local constituents inform clinical researchers as to the primary problems, cultural understandings of such problems, procedural approaches to address them, and ways to successfully implement intervention. This symposium will discuss ecological approaches to preliminary intervention development in these challenging settings, with the goal of fostering successful implementation and positive outcomes. Individual presentations will discuss community-based steps taken at various stages of early feasibility testing and intervention adaptation/development, including: (1) "top-down" and "bottom-up" approaches to community engagement in Tunisia; (2) focus groups with conflict survivors in the Central African Republic to inform trauma healing and peace education programs; (3) assessing individual needs and existing resources in order to determine the feasibility of integrating standardized, mental health psychosocial support services into physical rehabilitation programming for war-wounded Syrian refugee youth in Jordan; and (4) school-based psychosocial activities for refugee adolescent girls in Lebanon. Each presentation will discuss the challenges

of carrying out community-based research in these settings, and offer suggestions for using an ecological lens as a way to make an impact across the globe.

Participants:

"Top-down" and "bottom-up" approaches to increasing citizen engagement and health system monitoring in Tunisia: a pilot study Carmel Salhi, Northeastern University

Tunisia was one of the first countries to undergo a revolution in what was later termed the "Arab Spring;" political violence and conflict have persisted since then. While significant progress in life expectancy and infant mortality rates have been made, dramatic health disparities still exist. These health disparities are particularly pronounced for children between rural and urban areas. The present pilot study, currently in the early stages of field development, aims to partner with rural communities--often excluded from systemic improvements in health--to increase citizen monitoring of local health system performance to improve child developmental outcomes. Our intervention examines two methods of improving community participation: "bottom-up," or grassroots-level citizen engagement as well as "top-down" engagement which targets members of communities in positions of influence (e.g. principal of local school, mayor, etc.). All interventions begin with a community and local health facility survey to develop an initial list of priority health areas for improvement. The list of priorities is then revised based on either meetings open to all community members or a board of individuals in positions of influence in the community, depending on the intervention arm. The final component is community members meeting with local institutions, particularly primary care clinics and schools, to develop a memoranda of understanding which will be the basis of monitoring efforts, unstructured by the research team beyond this point. This presentation discusses examples of other contexts where "bottom-up" and "top-down" approaches have been used to improve citizen engagement and, subsequently, health outcomes. Results from recent national survey data of child development in Tunisia and disparities by urban/rural residence will be used to contextualize the current intervention. We end with a discussion of theoretical and practical challenges to the intervention as designed.

Trauma healing and peace education programs in the Central African Republic: A brief qualitative approach to informing program implementation Sita Patel, Palo Alto University; Isabel Unanue, Palo Alto University; Persephone Crittenden, Palo Alto University; Karen Froming, Palo Alto University and UCSF; Lisa Brown, Palo Alto University; William Froming, Palo Alto University

The Central African Republic (CAR) has experienced decades of social and political conflict, including recent incidents of mass scale violence. The 2013 conflict left over 600,000 people internally displaced, and over half the total population experiences post-traumatic stress and on-going fears of violence (UNICEF, 2014). Often ranked the 3rd poorest country in world (World Report, 2014), there is an extremely limited infrastructure to address the urgent and numerous mental health needs (Vinck & Pham, 2010). In response, an interdisciplinary consortium was created to address multiple community needs. One arm of the partnership is to train local community leaders to implement trauma healing and peace education programs in the country's capital city, Bangui. Informed by a developmental model for contextualizing clinical research in low resource settings (DIME; Bolton, 2016), a brief qualitative assessment phase was carried out. Data was collected from community leaders who participated in three focus groups. Participants discussed current social problems, perspectives on mental health issues and treatment, and offered suggestions to address social

and psychological needs. Using a thematic content analysis approach to qualitative analyses (Green & Thorogood, 2004), preliminary results reflect five core themes: (1) behavioral approaches to emotion expression, (2) trauma as complex and culturally-bound, (3) social implications of trauma, (4) diverse and traditional approaches to treatment, and (5) limited mental health infrastructure. This presentation will conclude with a discussion of challenges to implementing clinical research in CAR, including the complexity and urgency of multiple intersecting psychosocial needs, as well as funding limitations and priorities. Given the potential for psychological intervention to be ineffective or even harmful, even brief developmental steps are essential steps to adequately inform and implement any intervention. Using an ecological approach that values all constituencies' priorities and needs is an essential component of transforming research into action.

Integrating mental health and psychosocial support services into physical rehabilitation programs for Syrian refugee youth in Jordan Emma Cardeli, Refugee Trauma and Resilience Center Boston Children's Hospital; saida abdi

Many Syrian refugees are living in Jordan to the extent that 1 in 10 Jordan residents is a Syrian refugee (Mercy Corps, 2016). More than half of all Syrian refugees are under the age of 18, and around 40% are under the age of 12 (Sirin & Rogers-Sirin, 2015; UNHCR, 2016). Syrian refugee youth have been exposed to horrific atrocities of war, particularly those who have experienced limb loss. Despite high rates of trauma, there is limited access to experienced providers who are able to treat these children effectively as well as widespread concerns about the effectiveness of current outreach and community-based mental health interventions ("Who is Doing What, Where and When in Mental Health & Psychosocial Support in Jordan," 2014). This presentation will share initial findings from a research project in Jordan carried out to assess the MHPSS needs of war-wounded, Syrian refugee youth receiving care at several rehabilitation centers in Amman, Jordan and to evaluate psychosocial services already in place at each center. It is the early stages of a larger effort to ultimately integrate effective, evidence-based mental health practices into physical rehabilitation programming for Syrian refugee youth in Jordan. Observations from multiple site visits in addition to preliminary interviews with rehabilitative center staff revealed the need to create a strategy for gathering mental health data and to enhance staff's capacity to provide trauma-informed care to refugee youth and their families. Prevalence of mental health disorders in addition to broader areas of difficulty reported by war-wounded Syrian refugee youth will be discussed. The presentation will also unpack barriers to research and intervention adaptation in low resource/high conflict settings, and will underscore the importance of integrating cultural humility into all aspects of research and intervention development.

The Malala Girls Clubs: Promoting Well-being for Adolescent Girls Attending Refugee Schools in the Bekaa Valley in Lebanon David A. «Tony» Hoffman, American University of Beirut and UCSC

This presentation reviews the activities of the Malala Girls Clubs, part of a program of psychosocial activities that occur in two schools for adolescent refugee girls in Lebanon. The Clubs were developed by female students from the American University of Beirut (AUB) in collaboration with the Kayany Foundation schools; these schools serve Syrian children living in tented settlements and low-income housing in the Bekaa Valley in eastern Lebanon. Club meetings have been held on Saturdays since the fall of 2015. The AUB students act as facilitators of the girls activities, providing materials and expertise on a wide variety of activities of interest

to the girls. A participatory action "focus group" model is used to design activities devoted to "what girls need to promote well-being and peace." Activities include peace education, expressive activities (arts and crafts, music, poetry, and writing), health, nutrition, yoga, movement, and "safe spaces" for open discussion. Topics addressed include the girls' futures, relationships, education, communities and leadership. The safe spaces discussions explore psychosocial concerns such as friendship, beauty, nutrition, marriage, higher education, and women's leadership. The girls are learning poetry, expressive writing, photography and web site design in an initiative called the "Imagine" project. The project allows the girls to describe their own experiences of displacement and hopes for their futures. They explore the meanings of forced migration, poverty and an uncertain future. Outcomes beyond club meetings include a notable cessation of teasing, an increase in group unity, proactive conflict resolution, community service activities, the design and painting of school murals, and group time devoted to performances of poetry and music. There is evidence of sustainability; the girls continue to meet and support each other, and continue meeting as a club to conduct activities assisting their school and some at-risk families.

Session Organizer:
Sita Patel, Palo Alto University

Discussant:
Serdar M. Degirmencioglu, American University in Cairo

032. Invoking Ixchel, Goddess of medicine and maternity: Bringing Indigenous paradigms to the center of discourse
SCRA
Symposium
10:30 to 11:45 am
Social Sciences Building: FSS 5028

Ixchel, Diosa Maya de la Maternidad y la Medicina, necesitamos invocarte para sanar las heridas profundas que genera el presente sistema politico (Ixchel, Mayan Goddess of Maternity and Medicine, we need to invoke you to heal the profound wounds that generate the current political system). This symposium proposes examples of Indigenous ways of knowing and being and their community praxes to generate transformative paradigms that address imperative issues of our time. Five women, one cultural healer from the Kumiai community of San Jose de la Zorra, Baja California, and four academic, practitioners, and Indigenous woman from------Mexico, the US, and Canada will bring the wisdom of Indigenous cultures to the center of discourse and offer innovative praxes to heal the wounds produced by our manic times of imperialistic expansion and accumulation of resources in the hands of global capital, still guided by the myth of progress and civilization. Dialogue will center on how Indigenous women apply their knowledge and wisdom to heal their communities. Lastly, we will conclude with lessons learned from our praxes, how we have applied innovative research and healing strategies that depart from Euro-American paradigms, and how we creatively contribute to the development of Indigenous Psychologies that are anchored in feminist, popular power.

Participants:
Centering Indigenous women ways of knowing and being: Making decolonial pedagogy and building transformative partnerships Nuria Ciofalo, Pacifica Graduate Institute

Nuria Ciofalo will invite dialogue about Indigenous women's ways of knowing, and how these contribute to healing practices that enhance community and cultural health as important contributors to inform a decolonial pedagogy that departs from Western academy. Indigenous ways

of knowing have been silenced by colonization and by hegemonic, Western discourse. Psychology has been historically legitimized within Western scientific paradigms used to colonize cultures, resulting in cultural genocide, epistemicide, and ecocide. Its hegemonic universal theories have been historically based on White men's regimes of truth. Decoloniality in academy means to center epistemologies that have been silenced by and excluded from hegemonic, Western epistemology that has originated and continues to maintain capitalism and its expansion causing violent imperialism, racism, cultural genocide, and ecological devastation. Indigenous women and decolonial feminists around the globe utilize vivencias, localized experiences in which knowledge is validated and legitimized by the same people who produce it. These vivencias are weaved into research designs, knowledge generation, and transformative praxes. The Indigenous Psychologies of cultures that have survived the cruel impacts of colonization and globalization, whose existing knowledge systems are based on deep respect for nature and the sacred are brought to the center of this discourse. This presentation will co-construct a decolonial community psychology based on our vivencias and building transformative academic-community partnerships formed by women to heal the wounds caused by our current political system. Keywords: Indigenous Psychologies; feminist popular power; women's ways of knowing; decolonial pedagogy

Authentic cultural rescue: Indigenous pedagogies and discourses for emancipation and cultural well-being Arcelia Aguila Melendez, Kumiai Community of San Jose de la Zorra

Arcelia Aguila Melendez, the Kumiai Cultural Healer from Matperjao, San Jose de la Zorra (The land of the Fox) located in Northern Baja California, Mexico will share the wisdom preserved by generations of ancestors who have lived in the majestic and metamorphic rocks of their vast Guadalupe Valley that now contains a prosperous wine industry owned by Europeans, Americans, and rich Mexican entrepreneurs. Arcelia will dialogue about her involvement in a governmental project called: "Rescate Cultural (Cultural Rescue)" during the years of 2010 to 2015. Before this project started, she was teaching the Kumiai language, songs, dances, and arts and crafts to the children in her community. The Mexican government gave her a supplemental fund to support her project and asked her to be part of this nation-wide initiative funded by the National Institute of Indigenous Languages (Instituto Nacional de las Lenguas Indigenas). Arcelia was asked to write about her sacred songs, basket weaving customs, language, dances, and traditions and let the government do the teaching. As she found out the published texts were distorted she resisted to continue writing about their oral history and culture and told the officials of this government institution that, "her culture is not for sale!" Arcelia will share how she teaches children and her community to be proud of speaking the Kumiai language, sing songs, learn to dance and play as well as how to prepare traditional foods using local plants and nuts. Her grandmother taught her songs and games, arts and crafts, where to find medicinal plants, their names, and how to use them to heal specific illnesses. The preservation of their sacred songs, music, dances, traditional games, arts and crafts, traditional food, medicine, and clothing are essential to maintaining cultural and community health and well-being against usurpation and epistemicide. Keywords: Kumiai culture; cultural preservation; Indigenous women's ways of knowing and being; women cultural healers; Indigenous agency

Míw'iy-a-t-i' 'učù: Our people are living: Creating sacred space to remember, celebrate survival, and revitalize a people through traditional Miwok basketweaving Skye Keeley-Shea Innerarity, Northern Sierra Miwok member of federally recognized Ione Band

of Miwok Indians, Ione, CA, Pacifica Graduate Institute

Roots are essential, but without the proper care and weaving of these roots we are left with fragmented pieces that easily become lost or forgotten- this is true of basketweaving, narrative history, cultural connection, and our ability to make meaning in this world. Skye will share how she engaged in traditional gathering and curing of plant material from Northern Sierra Miwok homelands and in basketweaving sessions with active basketweavers. She will discuss the review of a basket collection from the San Francisco State University's "Interwoven: Native California Basketry Arts from the Missions Forward" that embodies historical events and ongoing coloniality alike. The overall purpose of these combined activities was to explore the lived experience of California Indian peoples in the healing practices of traditional basketweaving and narrative history, with particular focus and attention paid to the following: 1. the psychological significance of cultural preservation and perpetuation of tradition and 2. the psychological significance of stories of remembrance, stories of celebration of survival, and stories of cultural revitalization. The results of this research suggest that by engaging in traditional Miwok basketweaving, a sacred liminal space is created where narrative histories are naturally shared amongst participants of the basketweaving circle, with the more frequent than not occurrence of generative themes surrounding remembrances of relatives and ancestors, celebrations of survival, and stories involving revitalizing traditional aspects of Miwok culture. This connection across time and space with the land, liwa (language), art of basketweaving, and sharing of narrative histories is an act of individual decolonization and affords the unique opportunity to engage in prolix animism or inter animation (Freeland, 1951, p. 345). Furthermore, enactment in this sacred liminal space allows us to breathe life into our narrative histories, keeping the spirits of our ancestors alive and giving hope for our children's future. Keywords: Indigenous psychology, basketweaving, women's ways of knowing and being, decoloniality, narrative histories, resiliency, healing

The earth is my elder: An Indigenist methodology for re-indigenizing women, mothers, and lost relatives Krista Arias, University of British Columbia, Okanagan

Krista will dialogue about a restorational method for recovering temazcalli earth-medicine for urban Split Feather Xicana girls, women, and mothers working to preserve traditional Indigenous birth and mothering practices, that she applied in response to her own Eldership as an Indigenous woman and mother. She created a year-long performance ceremony titled, The Earth is my Elder: An Indiginist Methodology for Re-indigenizing Women, Mothers and other Lost Relatives. In this ceremony, Krista lays the earth in a relational restoration of land based epistemology. This performance also included four residencies, titled The Indígena Project: Remembrance, Recovery, Restoration as a means for reindigenizing girls, women, and mothers who have lost connection with their ancestral people, land, language, and culture due to colonization. As a facilitator-participant-collaborator, Krista conducted these residencies that culminated in a public trauma-driven performance protest in which earth based ritual of maternal restoration was ceremonially offered. Krista will demonstrate how the first performance titled: Grandmothers Sitting in a Circle: The Pace and Posture of Permission was a ceremonial expression of our collective request for permission from our ancestors to engage in the work of cultural reconnection and restoration. The ceremony culminated in a community temazcalli (Mesoamerican sweat house) as a resource for reindigenizing Split-Feather and Xicana girls, women, and mothers. Keywords: red intersectionality, red medicine, Split Feather, Indian adoption, performance ceremony, reindigenization, Indigenous feminism, Indigenous childbirth, Indigenous motherhood, sixties scoop, Indian urban relocation act, land-based pedagogy, earth medicine

Session Organizer:
Nuria Ciofalo, Pacifica Graduate Institute

033. Navigating Community-University Research Partnerships in Neoliberal Times
SCRA
Roundtable Discussion
10:30 to 11:45 am
Social Sciences Building: FSS 6004

How has the advance of neoliberalism influenced community-university research partnerships involving psychologists? As a political-economic system, neoliberalism is characterized by its emphasis on transfer of economic and social management responsibilities from the public sector to the private sector, resulting in policies such as privatization of public assets, deregulation of industry, and reductions in government spending. This has led to increasing reliance among community organizations on funding from private foundations, a development which critics say generates unproductive competition and limits the scope of organizations' service to the public interest by instilling businesslike cultures. Similarly, commentators suggest that universities are increasingly engaged in businesslike behavior in knowledge production, prioritizing private interests such as revenue generation and the development of individual human capital over collective goods like civic engagement. This roundtable will consider how these trends shape research partnerships between university-based psychologists and community organizations. Its purpose is to build participants' awareness of ways in which neoliberal environments complicate these partnerships and impede their public-interest goals. Additionally, by promoting critical awareness and applied understanding of neoliberalism as a context for participants' own research partnerships, the discussion is intended to enable them to more productively navigate these collaborations. It will be informed by the experience of two U.S.-based research teams conducting, respectively, participatory and action research with undocumented migrant adults attending English for Speakers of Other Languages (ESOL) classes, and vocational psychology research with U.S. public schools, focused upon increasing the representation of women and people of color in the STEM professions. Participants will be encouraged to discuss their research partnerships, and to interrogate and envision future possibilities for them in light of the roundtable's focus on neoliberalism.

Session Organizers:
Gloria McGillen
Courtnye Lloyd, Boston College
Chad Olle, Boston College
Discussants:
Gloria McGillen
Kevin Ferreira, Boston College
Courtnye Lloyd, Boston College
Chad Olle, Boston College

034. Advancing Youth Development Programming through Methods that Attend to Context, Process and Participants
SCRA
Symposium
10:30 to 11:45 am
Social Sciences Building: FSS 6032

Positive Youth Development research over the past three decades has confirmed that youth development (YD) programs can be effective in transforming young lives. However, the psychological and social mechanisms that underpin positive outcomes are still unclear, as is the suitability of particular program approaches for participants from diverse contexts (Larson, 2011). Furthermore, and in line with an ecological systems-perspective, greater understanding of participant-environment interactions across program, home and school contexts is needed (Roth and Brooks-Gunn, 2016). This symposium outlines a body of research produced over the past decade to evaluate Project K, a multi-component New Zealand youth development program. It highlights varied research designs to examine the complexity of youth development program experiences and outcomes to ultimately produce a more nuanced understanding of program effectiveness. These designs include 1) an investigation of the program's theory of change with program designers and practitioners; 2) multilevel analyses of data collected as part of a randomized controlled trial to investigate differential program effectiveness across socioeconomic contexts; 3) multilevel structural equation modeling to empirically test the comparative effects of different program components; 4) immersive participant observation following ethnographic principles to capture participants' journeys of transformation; and 5) triangulation of semi-structured interview data to understand how young people's post-program experiences in family and school systems can facilitate or impede the longevity of YD program outcomes. Twenty minutes will be allocated at the end of the symposium for five-minute breakout group discussions focused on a few provocative questions identified by the discussant in relation to presentation themes. The discussant will then facilitate a general discussion of insights raised by each question.

Participants:

Project K's Overall Impact Unpacked Niki Harre, University of Auckland

Ten years ago we established a university-community collaboration to evaluate Project K, a major New Zealand YD program aimed at 14 – 15 year olds with low self-efficacy. The two initial projects were to implement a randomized controlled trial (RCT) evaluation and to establish the program's theory of change. From there, several other collaborative projects followed that have informed program development and allowed graduate students to develop evaluation and research skills. This presentation will set the scene for the three following presentations by introducing Project K. First we will outline the program components which include a wilderness adventure, community challenge and a youth-adult mentoring partnership. Then we will briefly summarize the findings of the initial RCT data collected from 600 Project K and 577 Control participants across 50 different delivery sites. Multilevel analyses revealed differential academic, social and health lifestyle outcomes for youth of different ethnicities and across different socioeconomic communities. Finally, we will outline how a theory of change was developed with the program founders and deliverers and how this provided direction for future projects to unpack how the program works and for whom.

Testing Assumed Processes in a Multi-Component Youth Development Program Cassandra Chapman, The University of Queensland

Little is known about how exactly YD programs work because evaluations that compare the influence of various program components are rare (Roth & Brooks-Gunn, 2016). Project K's theory of change (discussed in the previous talk) suggests that participant engagement and perceptions of support in the three program components are key processes driving program success (Deane & Harré, 2014). We therefore employed structural equation modeling of longitudinal, multilevel data from 327 participants in 31 program deliveries of Project K to test these relationships. Participants reported significant gains in social self-efficacy and sense of community over the course of the 14-month program. Engagement in the Wilderness Adventure and support received from the Mentor Partnership components significantly and uniquely contributed to observed social gains. Engagement in the Community Challenge component made no significant unique contribution to social development, despite it being theorized to promote improved connection with the wider community. We demonstrate that YD programs can positively influence adolescent social development and show that program components may have varying (and perhaps unexpected) influences on outcomes. Results highlight the need to assess the influence of program components and test theorized processes in order to maximize impact and efficiency.

An Innovative Exploration of Engagement in a Youth Development Program through Immersive Participant Observation Freya Burnett, University of Auckland

YD programs have been shown to be effective in nurturing a variety of positive outcomes with improvements found across multiple outcomes related to self-concept, social skills and risk behaviors. However, research has also demonstrated inconsistencies in program effectiveness with some evaluations revealing null or even damaging effects (Deane & Harré, 2014). Participant engagement is thought to be central to the overall effectiveness of YD programs but engagement is an elusive, emergent and multi-faceted concept which is difficult to measure (Eccles, 2016). In part, this is due to participant-environment interactions which produce variability in how, when and why different individuals engage in YD programs. This presentation describes how immersive participant observation, a method rarely used in YD research, enabled the researcher to capture the complexity of participant engagement in Project K's Wilderness Adventure and Community Challenge. The researcher lived alongside Project K participants during the first two components of the program at two different sites. Individual narratives of the 24 participants' journeys in the program were produced from ethnographic field notes and cross-case analysis focusing on periods of high and low participant engagement. In addition, instances of collective engagement at a group level were identified in the field notes and analyzed across the two sites using thematic analysis. Together, these approaches demonstrate how individual and group engagement differs and the different factors that influence this engagement.

Reintegration Matters: An Exploration of Youth Transition Experiences Following an Intensive, Residential Adventure-Based Program Mary Liya ., University of Auckland

Contemporary theoretical frameworks of youth development emphasize that youth should not be studied in isolation; rather their development must be understood as resulting from the interaction between the individual and his or her environment (Mueller et al., 2011). Residential adventure programs have been shown to promote growth for young people, but for these outcomes to be maintained, youth need to be surrounded by a supportive environment when they return. However, limited research focuses on the reintegration of youth into their home and community contexts following an adventure program. This presentation provides an overview of a research project that aimed to explore the reintegration experiences of participants involved in Project K following their return from the adventure-based component. Individual semi-structured interviews were conducted with 17 participants and their caregivers (independently) within one month of their

return from Project K's three-week Wilderness Adventure. The questions investigated the transition process they underwent, and the factors that facilitated and impeded positive reintegration. Follow up interviews were conducted six months later to investigate their experience of transition and learning transfer over time. Individual interviews were also conducted with 11 key informants (individuals who have been intimately involved with the delivery or coordination of Project K) to examine their perceptions of youth reintegration experiences. The findings will be discussed in relation to the implications they offer to the broader YD field about the factors that catalyze the transfer of learning after participating in an intensive residential youth development program. Recommendations for how to improve reintegration strategies to influence the longevity of youth development outcomes will also be outlined.

Session Organizer:
Kelsey L Deane, University of Auckland

Moderator:
Kelsey L Deane, University of Auckland

Discussant:
Isaac Prilleltensky, University of Miami

035. Support System Responses to Violence Against Women
SCRA
Symposium
10:30 to 11:45 am
Social Sciences Building: FSS 7035

Survivors of violence against women may decide whether or not to disclose their victimization to others or to seek resources and help from a variety of individuals, organizations, and communities. While community organizations are designed to address social issues from a multisystem perspective, there may be a variety of support systems that survivors of violence against women may seek help from. Survivors may decide to disclose their experience of violence with a close friend, family member, religious leader, or some other informal support provider and many may also seek help from formal service providers such as traditional service providers, healthcare professionals, or law enforcement agencies (Sylaska & Edwards, 2013). The supports these systems provide differ both in content and substance. For instance, some providers may offer emotional support or access to greater resources (e.g., religious counseling, legal support, financial education), encouraging survivors towards safety. Other providers may respond in victim-blaming ways that cause harm and distress to survivors. These responses may be informed by individual biases, organizational procedures and training, or societal views of violence against women. Regardless, the responses of these support systems may deeply impact their access to resources, future disclosure, and help-seeking behaviors. This presentation focuses on how a variety of support providers respond to violence against women and highlights the importance of formal procedures, training, and awareness to better respond to survivor needs.

Participants:
The Impact of Formal Procedures on Economic Services for Domestic Violence Survivors Annie Wegrzyn, DePaul University; Christina Soibatian, DePaul University

Advocates in domestic violence organizations play an instrumental role in helping survivors access resources. Economic resources, such as day care, housing, education, and job training, could be protective factors that help survivors establish independence from their violent partners, and increase their sense of safety. However, researchers have noted several challenges that advocates face when attempting to provide economic services to survivors, including lack of systematic training and limited funding for economic services. This presentation will explore how the presence and absence of formal procedures also impacts advocates' work with survivors to increase their economic resources. Findings from 20 qualitative interviews with domestic violence advocates in the state of Illinois reveal formal procedures, such as regular case review and standardized referral processes, facilitate economic services for survivors. Advocates whom reported a lack of formal procedures for economic services identified informal strategies that will also be discussed.

Overcoming the "Holy Hush": Protestant Religious Leaders' Understanding and Responses to Intimate Partner Violence Jaclyn Houston-Kolnik, Illinois Criminal Justice Information Authority; Nathan Todd, University of Illinois at Urbana-Champaign; Megan Greeson, DePaul University

Intimate partner violence (IPV) is a pressing social issue and survivors of IPV may disclose or seek out services from a variety of sources. One potential source of support for survivors are religious leaders. The responses of religious leaders may vary as some may deny or justify the abuse while others may link survivors to resources within the religious congregation or local community. Given that religious leaders are a part of a larger religious context, there may be particular religious beliefs or denominational protocols that shape their understanding and response to IPV. However, little is known about how religious leaders respond to IPV and what shapes their response. In order to explore how religious leaders understand and respond to IPV, 20 in-depth interviews with Protestant religious leaders were conducted, transcribed, and analyzed using thematic content analysis. This presentation will highlight how religious leaders defined IPV and how their definition shaped their response. Furthermore, the researchers will explore how leaders' religious beliefs shaped their understanding and response. In particular, researchers will elaborate on how different religious beliefs may foster or hinder connections between the religious community and the wider community. Finally, the researchers will discuss what more religious leaders felt they needed in order to respond to IPV and the role organizations who provide support to survivors of IPV may be able to provide. Indeed, this presentation will discuss how community psychologists may be uniquely placed to help organizations and religious institutions bridge the divide between the sacred and the secular to each respond and meet survivor needs in culturally-relevant, safety-focused, and empowering ways.

Support Seeking Among Sexually Assaulted Women Who Have Engaged in Sex Work Amanda Vasquez, University of Illinois at Chicago; Sarah E Ullman, University of Illinois at Chicago

Literature on sexual assault survivors indicates that survivors disclose their unwanted sexual experiences to informal support sources (e.g., family members, friends, and significant others), and to a lesser extent to formal support providers (e.g., law enforcement, mental health professionals, and victim service providers). The reactions that survivors receive have been categorized as positive and negative (i.e., turning against and unsupportive acknowledgement). Research indicates that negative reactions are related to increased PTSD severity and characterological self-blame, whereas positive reactions are related to mental health professional help seeking. Very little research has been conducted on sex workers' social support networks, and no known research is available on the help seeking experiences of sexually assaulted sex workers post-assault and the impact disclosure-related social reactions have on this population. In this study a

sample of approximately 250 women who had exchanged sex for money or drugs in the past year completed a survey on women's unwanted sexual experiences, their help seeking behaviors, and the reactions they received after disclosing the assault. Follow up interviews were conducted with a subset of these participants (N=20). In addition, survivors nominated members from their informal support network for participation in a separate interview (N=15). Analyses will provide an overview of participants' social support seeking behaviors, as well as the reactions they received from these support sources, using both survey and interview data. The analyses will be further informed by support provider interviews. Thus, both survivor and support provider perspectives on survivors' help seeking behaviors and the quality of the support they receive from support providers will be examined. Implications for future research and the delivery of victim services will be discussed.

Session Organizer:
    Jaclyn Houston-Kolnik, Illinois Criminal Justice Information Authority

036. New Americans in the New South: Acculturation & Youth Development
    SCRA
    Symposium
10:30 to 11:45 am
Montpetit Hall (MNT): MNT 203

Immigration trends in the United States have changed in recent years: Southern states have experienced a dramatic growth in the immigrant population. In Georgia, the foreign-born population increased by 233% from 1990 to 2000 (Migration Policy Institute). Research on immigrant youth development, therefore, is of particular importance to Georgia as it develops new policies to support the well-being of this population. The proposed symposium presents four papers that examine the relation between acculturation and youth development in Latino and Asian immigrant and refugee youth. One significant contribution of the present symposium is that all papers apply a multidimensional theory of acculturation to investigate the extent to which different dimensions of acculturation (cognitive, affective, and behavioral) are related to development. Hale & Kuperminc found that higher levels of acculturative stress and lower levels of familism significantly predict higher psychological distress in a sample of Latino adolescents from immigrant families. Bicultural identity also significantly predicts higher teacher-reported behavioral competence. In a sample of immigrant adolescents from diverse racial and ethnic backgrounds, Murtaza, Arce, & Chan found that neighborhood connection protects adolescents from the negative effect of intergenerational conflict on depression; whereas, peer connection exacerbates the negative influence of intergenerational conflict. Similarly, in the third paper, American acculturation is positively associated with depression and negative parenting style fully mediated this relationship (Miller & Chan). Finally, Arce, Murtaza, & Chan found that discrimination predicts alcohol use for immigrant-origin college students with low levels of English language acculturation. However, for students with high levels of English language acculturation, there is no significant relationship with discrimination and alcohol use. Collectively, these four papers provide insight into how and when acculturation influences immigrant youth development for diverse immigrant groups. We will also discuss how these findings are useful to developing family- and school-based interventions for immigrant youth.

Participants:
    Exploring the Relation between Multiple Dimensions of Acculturation and Adjustment among Latino Youth from Immigrant Families Katie

Hale; Gabriel Kuperminc, Georgia State University

First and second generation Latino adolescents often demonstrate healthier behavioral and psychological outcomes than their later generation peers (Garcia Coll & Marks, 2011). Research identifies lower levels of U.S. acculturation as one potential protective mechanism that may be responsible for these positive outcomes (Schwartz, Unger, Zamboanga, & Szapocznik, 2010). To date, most studies on acculturation have theorized it as a one-dimensional construct; however, more recent work has conceptualized acculturation along cognitive, affective, and behavioral dimensions (Birman & Simon, 2013). Few studies have included all three dimensions of acculturation, and little is known about the ways in which these dimensions interact with time in the U.S. and acculturative stress to predict psychological and behavioral adjustment among first and second generation Latino adolescents. The current study explored the strength of the relations between the three dimensions of acculturation and psychological and behavioral adjustment among Latino adolescents from immigrant families (N = 129). The study also investigated whether acculturative stress and time in the U.S. moderated these associations. Hierarchical linear regression results indicated that higher levels of acculturative stress and lower levels of familism (a measure of the cognitive dimension of acculturation) significantly predicted higher psychological distress. Bicultural identity (a measure of the affective dimension of acculturation) also significantly predicted higher teacher-reported behavioral competency.

Intergenerational Conflict, Social Support and Depression Zahra Murtaza, Georgia State University; Maria Alejandra Arce, Georgia State University; Wing Chan, Georgia State University

Intergenerational conflict contributes to negative mental health outcomes amongst immigrant and refugee youth (Lui, 2015). While social support can buffer the stress of intergenerational conflict on negative mental health outcomes such as depression (Lee, Su & Yoshida, 2005), it is unclear which sources of support would be most protective. The current study examined the relationship between intergenerational conflict (measured by the intergenerational conflict scale; Lee et al., 2000) and depression (measured by Revised Child Anxiety and Depression scale; Chorpita & Spence, 1998) and the extent to which this relationship is moderated by neighborhood connection and peer connection (measured by the Positive Youth Development scale; Lerner et al., 2005). We hypothesized that intergenerational conflict would predict higher levels of depression, but that neighborhood connection and peer connection would moderate this relationship. The study sample consisted of 76 immigrant and refugee youth (54.5% were female). In the final step of the model, intergenerational conflict (β = .17, p = .16), neighborhood connection (β = -.02, p = .90) and peer connection (β = .04, p = .77) did not predict depression. However, the interaction between intergenerational conflict and neighborhood connection (β = -.32, p = .02) and the interaction between intergenerational conflict and peer connection (β = .31, p = .02) were significant. Results indicate that intergenerational conflict significantly predicts depression only for those students with low levels of neighborhood connection. On the other hand, intergenerational conflict significantly predicts depression only when peer connection is high. These findings suggest the protective role of neighborhood connection and the exacerbating role of peer connection in the relationship between intergenerational conflict and depression.

Developmental Pathways to Well-being in Young New Americans Presentation title: Discrimination, Language Acculturation and Alcohol Use Maria Alejandra Arce, Georgia State University; Zahra Murtaza, Georgia State University; Wing Chan, Georgia State

University

Racial discrimination is conceptualized as a stressor in the lives of immigrant youth. Previous research has found that racial discrimination is associated with numerous negative outcomes, including substance abuse. However, there is evidence to suggest that this relationship may be different for youth who are differentially acculturated to their ethnic and U.S. culture (Salas, Clark, Vaughn, & Cordoba, 2015). Specifically, research suggests that language abilities and proficiency in immigrants groups are related to perceived discrimination (Brettell, 2011; Zhang, Takeuchi, & Mossakowski, 2012). The current study examined the relationship between racial discrimination and alcohol use, and whether this relationship would be moderated by language acculturation. We hypothesized that racial discrimination would predict higher alcohol use, but that acculturation to English language would moderate this relationship. The study sample consisted of 76 first and second-generation immigrant college students. We found racial discrimination ($\beta = .27$, $p = .01$) was a significant predictor of alcohol use. However, English language acculturation ($\beta = .27$, $p = .18$) and native language acculturation ($\beta = .20$, $p = .05$) were not significant. The interaction between racial discrimination and English language acculturation was significant ($\beta = -.69$, $p < .001$), while the interaction between racial discrimination and native language acculturation was not ($\beta = .16$, $p = .13$). Results indicate that discrimination significantly predicts alcohol use for immigrant-origin students with low levels of English language acculturation. However, for students with high levels of English language acculturation, there is no significant relationship with discrimination and alcohol use. Findings hint at protective role of English language acculturation against maladaptive alcohol use in immigrant youth.

Acculturation, parenting style, and depression: A moderated mediation analysis Jessica Alejandra Miller, Georgia State University; Wing Chan, Georgia State University

The relationship between adolescent acculturation and mental health has been investigated repeatedly with equivocal results, leading scholars to explore potential mediators (Shen & Takeuchi, 2001). Parenting style is one promising example, given the importance of family context during youth development. Previous research has shown that the relationship between American acculturation and poor youth outcomes is mediated by parenting variables such as inconsistent discipline (Samaniego & Gonzales, 1999) and unsupportive parenting (Kim et al., 2009). However, ethnic acculturation may serve as a buffer of this indirect effect, as it has been found to predict positive family relationships (Birman & Taylor-Ritzler, 2007). In the present study, we examined whether negative parenting style mediated the relationship between children's level of American acculturation and their depressive symptoms. We also investigated whether ethnic acculturation moderated the indirect effect of American acculturation. Participants included 81 refugee and immigrant adolescents in the Southeastern region of the United States (Mage = 15.44, 54% female). A moderated mediation analysis was conducted using the PROCESS macro for SPSS (Hayes, 2013). Negative parenting style fully mediated the effect of American acculturation on depression, such that the direct relationship was no longer significant after negative parenting was added to the model (B = 1.72, SE = 1.65, 95% CI [-1.57, 5.00]). However, the index of moderated mediation was not significant, suggesting that ethnic acculturation does not moderate the indirect effect of American acculturation (through negative parenting style) on depressive symptoms (SE = 1.36, 95% CI [-4.78, .72]). These results suggest that negative parenting style explains the depressive symptoms of children who are highly acculturated to American culture. Furthermore, these children are experiencing negative parenting regardless of whether they are also highly acculturated to their ethnic culture. Additional research is needed to understand how to promote positive parent-child relationship in immigrant families.

Session Organizer:
    Wing Chan, Georgia State University

Moderator:
    Wing Chan, Georgia State University

Discussant:
    Dina Birman, University of Miami

037. SCRA SoundBooth 1: On-site RadioActive interviews to build CP visibility (drop in)
    SCRA
    Business Meeting
10:30 to 1:00 pm
Vanier Hall: VNR 3035
    Session Organizer:
        Natalie Kivell, University of Miami

038. Children, Youth and Families Interest Group Meeting
    SCRA
    Other
11:45 to 1:00 pm
Social Sciences Building: FSS 1005
Contact: Michelle Ronayne

039. Criminal Justice Interest Group Meeting
    SCRA
    Other
11:45 to 1:00 pm
Social Sciences Building: FSS 14001
Contact: Gaylon Alcaraz and Jessica Shaw

040. International Committee Meeting
    SCRA
    Other
11:45 to 1:00 pm
Social Sciences Building: FSS 4004
Contact: Toshi Sasao

041. Community Health Interest Group Meeting
    SCRA
    Other
11:45 to 1:00 pm
Social Sciences Building: FSS 4006
Contact: Darcy Freedman and Venoncia Baté-Ambrus

042. Aging Interest Group Meeting
    SCRA
    Other
11:45 to 1:00 pm
Social Sciences Building: FSS 4012
Contact: Andrew Hostetler

043. Lunch & Mentoring (Wednesday)
    SCRA
    Other
11:45 to 1:00 pm
Social Sciences Building: First Floor Main Lobby (FSS 1000)

044. Community data for collective impact: What does success look like?
SCRA
Roundtable Discussion
1:00 to 2:15 pm
Social Sciences Building: FSS 1005

Collective impact has become a popular strategy for tackling complex social problems. As nonprofits and other organizations collaborate in implementing a common agenda for community change, shared measures of success must be determined to understand if, and where, progress occurs. As data partners in a collective impact effort, we must facilitate the collection and utilization of data in a way that does not burden practitioners, but still measures community-level change in an accurate and useful way. Is this a realistic goal? How can organizations come to a consensus on measures of success? Are organizations willing and able to collect data that is useful to both the collective impact effort and their specific work? Finally, how does community data and collective impact help or harm the pursuit of social justice? Facilitators will lead discussion around these topics and explore the role of data partners and community data in collective impact. Discussants will examine effective strategies for engaging community partners around data, as well as consider the limitations of this type of work.

Session Organizer:
Melyssa Tsai O'Brien, Grand Valley State University
Moderators:
Amber Erickson
Lisa Venema, Grand Valley State University
Discussants:
Jodi Petersen, Grand Valley State University
Ouen Hunter, Grand Valley State University
Laura Quist, Grand Valley State University
Ian Lang, Grand Valley State University
Melyssa Tsai O'Brien, Grand Valley State University

045. Sowing Seeds of Change: Youth Engagement with Community Gardens
SCRA
Symposium
1:00 to 2:15 pm
Social Sciences Building: FSS 1006

Gardening is increasingly being recognized as a means of promoting positive change, both environmentally and socially. Community gardens may offer a relatively cost-efficient, sustainable option to promote wellbeing of residents. Communal gardens have been shown to increase both tangible and social resources in various settings. Tangibly, gardens create fresh produce that may not be readily available otherwise (Jennings, Larson, & Yun, 2016). Socially, they can bolster social capital, a sense of connection to neighbors, and neighborhood pride (Jennings et al., 2016). Therefore, gardening may be an innovative intervention that promotes strength, empowers residents, and fosters community using innovative methods of community engagement and transformation.   The present symposium details case studies of two different community garden programs that are targeted to youth in order to better understand how adolescents interact with and benefit from communal gardens. Two studies in the symposium focus on a school-based program based in Waterloo, Ontario in order to better understand teachers' goals and methods. Another study examines a new grassroots program in Toledo, Ohio that uses a collection of community gardens and a small herd of goats to promote health in an inner-city

neighborhood. Studies aim to understand the mechanisms through which youth engagement in gardening programs may improve various youth outcomes. Symposium members take turns sharing elements of their projects to promote a candid discussions of the ways that garden programs may shape youth and their larger environments, as well as challenges and benefits to implementing garden programs in diverse settings. Time will be reserved for audience discussion and questions.

Participants:
Goats and Gardens: A Qualitative Case Study of a Neighborhood Youth Program Lindsey Roberts; Jessica Hartl Majcher, Bowling Green State University; Catherine Stein, Bowling Green State University; Carolyn Tompsett, Bowling Green State University

Although much research has concentrated on ways that living in an economically disadvantaged neighborhood can place adolescents at a higher risk for multiple negative outcomes, ecological systems theory (Bronfenbrenner, 1977) and research on Positive Youth Development suggests that even within high risk environments, youth outcomes can also be shaped by programs fostering protective factors. One positive youth development program—The Green Team—employs teenagers in an economically-disadvantaged neighborhood in Toledo, OH and uses a small herd of goats and collection of community gardens to offer adolescents both tangible and intangible skills. The current study conducted a qualitative case study of this local program comprising semi-structured, in-depth interviews with both participants (N = 7) and program leaders (N = 2). Open-ended questions focused on perceptions of the neighborhood environment, advantages and disadvantages of the program, and future directions. Responses were transcribed and analyzed for themes using content analysis. Interviews revealed that the Green Team enacts positive change on multiple levels of the social ecology by emphasizing individual growth of team members, building a strong social support system with other members and program leaders, and increasing both tangible resources and positive relationships throughout the larger neighborhood. The Green Team promotes positive socialization, increases resources, and embodies multiple elements that have been identified as common elements of effective positive youth development programming (e.g., education and efficacy.

Empowering Students Through School Garden Action Groups Catherine Gormley, Wilfrid Laurier University

School gardens have been shown to support students' wellbeing by improving nutrition, increasing physical activity, improving understandings of and attitudes towards the environment, and increasing student retention rates. School gardens also provide an opportunity for student empowerment though the formation of clubs and action groups. These groups contribute to the sustainability of school gardens, as students foster the engagement of their peers and train their successors. Appreciative Inquiry, whereby change is created through a focus on elevating the strengths of communities and organizations, is utilized as a mode of participatory-action research for this study. This presentation will discuss the results of an exploratory inquiry into how these groups can be a means of fostering critical consciousness as students design and carry out action projects motivated by a desire for environmental justice, and informed by a systems thinking approach in a group of high school students involved in a school garden program in Waterloo, ON. Through focus groups aimed at encouraging open dialogue, as well as mutual learning, students explore ways to actualize their visions of an ideal school garden as well as ways to engage younger students in contributing to collective environmental change.

Theories of Change in School Garden Programs Allison Eady, Wilfrid Laurier University

School gardens are increasingly being promoted by educators, social change advocates, and communities as powerful tools for environmental and social change. Participation in school garden programming has been found to enhance student health and achievement, improving academic achievement, increasing nutritional knowledge and consumption of fresh produce, and providing opportunities for physical activity. In addition to these immediate benefits, many educators and advocates also believe these programs can create deeper changes by increasing environmental knowledge and engagement in pro-environmental behaviour, developing a sense of place, and promoting citizenship and social cohesion. However, the majority of research on school gardens has focused on nutritional and academic outcomes, and there has been little examination of these broader outcomes. While gardening programs are being developed in diverse forms in schools across North America and around the world, there is still little understanding of how these programs are being implemented, and how different garden-based learning programs can create deeper change in youth. Without a clear understanding of how and why garden programs are being developed, it is very difficult to accurately capture their outcomes and develop best practices for facilitators. This presentation will explore the preliminary results of an exploratory case study of high school garden programs in Waterloo, Ontario. Through teacher interviews, participant observation, and document analysis, my dissertation project aims to capture what kinds of change teachers are hoping to achieve through their garden programs, and the activities they use to create this change in their students. By better understanding teachers' implicit theories of change, I hope to contribute to a better understanding of the transformative potential of school gardens, and to capture examples of effective practices for creating change through garden-based learning.

Session Organizer:
Lindsey Roberts
Moderator:
Lindsey Roberts
Discussant:
Allison Eady, Wilfrid Laurier University

046. Ignite Session 3
SCRA
Ignite Session
1:00 to 2:15 pm
Social Sciences Building: FSS 2005
Participants:
Using Social Media for Social Change Christina Athineos; Debra Harkins, Suffolk University

Social media provides an ideal opportunity to quickly reach individuals at a global scale with the potential to become another fundraising and educational tool for creating social change. Many nonprofits utilize social media to gain support for their cause and engage allies. However, researchers know little about what type of online content best motivates citizen participation in promoting social causes. Given the link between emotion and action offline, we explore if a similar relationship exists online. This study examined the effects of positive and negative valenced emotions on inspiring action via Instagram. These findings will benefit those seeking to use the power of social media to promote global social movements.

Service-Learning That Works: The Role of Student Support Kathryn Kozak, Suffolk University; Debra Harkins, Suffolk University

Service-learning is an emerging pedagogical tool with great promise for both universities and community partners. Broadly defined, this teaching method combines community service or community engagement with a for-credit academic course, alongside structured reflection. However, service-learning takes many forms depending on the values and resources available to faculty, students, and community-partners. Thus, benefits may vary by program. We examined end-of-semester student surveys spanning 7 semesters and 16 professors to identify factors associated with student professional development following participation in a service-learning course. Our findings suggest that open communication and supportive relationships significantly impact student development. When developing service-learning programs, or any programs encouraging student development, communication and support should be a central focus at all levels.

Fostering compassion satisfaction among college and university Title IX administrators LB Klein, University of North Carolina at Chapel Hill School of Social Work

This talk explores the compassion satisfaction and fatigue of an emerging emotionally intense job group, Title IX administrators. We will explore the particular rise of this new group of professionals due to changing legislation and the results of the first mixed methods study of their compassion fatigue, compassion satisfaction, and burnout across the social ecology. Administrators pointed to several organizational and structural barriers to maintaining their wellbeing as well as suggestions for how their survivors, their universities, and the field could help them work more effectively. Implications for further research on emotionally intense jobs that incorporates individual and organizational factors will be discussed.

NYSINGOs: An Engaged Research and Teaching Project Susan Appe, Binghamton University

In today's globalized world, communities are "stretched out" (Silk, 1999, p. 8 as cited in Sin, 2010, p. 985) as globalization has enabled "a widening of our geographical scope of concern" (Sin, 2010, p. 985). This ignite presentation will showcase the beginning stages of an engaged research and teaching project that addresses the intersection of globalization; giving and volunteering; and international development. The project examines small, international non-governmental organizations (SINGOs) based in the Upstate New York (N.Y.) region of the United States (U.S.). SINGOs are defined as grassroots, development NGOs which are characterized by their direct allocation of donations from U.S. donors to recipient communities abroad. They are predominantly volunteer-run with very small staff and have administrative costs below 5% of the operational budget. SINGOs might be described as "altruism from afar" (Watkins, Swidler, & Hannan, 2012) which has been "enabled by the latest wave of globalization" since the 1990s (Schnable, 2014, p. 23). Globalization has allowed Americans to have greater access to the global South and SINGOs are channels for these new global interactions. This engaged research and teaching project comprises international, university, and local communities (in this case, local communities are from Upstate New York) partnerships in applied, collaborative action research. In addition to using collaborative research methods to examine SINGOs, the project brings together international, university, and local community partners to create relevant graduate study curriculum that pulls together globalization; giving and volunteering; and international development. References Schnable, A. 2015. "New American Relief and Development Organizations: Voluntarizing Global Aid. Social Problems 62:2, 309-329. Sin, H. L. (2010). Who are we responsible to?

Geoforum, 41(6), 983–992. Watkins, S. C., A. Swidler, and T. Hannan. 2012. Outsourcing Social Transformation: Development NGOs as Organizations. Annual Review of Sociology (38): 285-315.

>Critical community psychology practice and community-based service learning: trainee psychologists' experiences Jacqueline Elizabeth Akhurst, Rhodes University, South Africa

Community-Based Service Learning (CBSL) holds promise as a means of promoting and developing community psychology in the South African context. Whilst there is widespread acknowledgement that training in community psychology is necessary for all psychologists, the translation of theory and principles into practice is not well evidenced. In the predominantly USA-based literature, CBSL (termed 'service learning') has been shown both to enhance students' learning and to sensitise students to the impacts of social inequality. Through exploring Masters-level students' experiences in four different community settings, this presentation examines ways in which CBSL might translate critical community psychology principles into practice. It highlights the skills and useful theories applied, noting the changes in students' attitudes and motivations related to the work. It also examines the nuances of encouraging participation and the dynamics that might perpetuate rather than challenge oppressive social relations. The data illustrate the difficulties of moving from amelioration to transformation at systemic levels in the contexts of CBSL. Potential methods to enhance critical community psychology practice are explored, including the need to interrogate whose interests are served, to promote engagement with the social justice agenda in psychologists' training.

>Taking Up the Call for Psychopolitical Education: Developing the ESOL Know Your Rights Tool Kit Gloria McGillen

In his framework for understanding, resisting, and overcoming oppression, Isaac Prilleltensky encourages community psychologists to engage more deeply with political education as a health intervention. "Political literacy is sorely lacking from most societies," he writes. "In the long term, psychopolitical education may be our best instrument of prevention and promotion." As a model of this approach, this presentation will focus upon the English for Speakers of Other Languages (ESOL) Know Your Rights Tool Kit, a popular education, human and legal rights literacy resource for undocumented migrant adult learners living in the U.S. and their instructors. It will consider findings from the piloting of the tool kit with three community-based ESOL programs in the New England area and make the case that community psychologists must continue to engage ESOL classrooms as sites of social and political contestation and development.

>From the standpoint of people with disabilities: An institutional analysis of work Alexis Buettgen, York University

People with disabilities in Canada are more likely to be unemployed than their peers without disabilities. Inclusive and diverse workplaces can help people with disabilities find meaningful employment and stay at work. However, there is a need for more education, connecting with expertise and learning from best practices in various sectors of the labour market. The proposed presentation will focus on work in non-profit service providing organizations in Ontario, Canada with a concern for how the institutional environment (e.g. norms, rules, values) influences the organizational structure, positive culture and meaningful outcomes of work for people with disabilities. The presentation will start from the standpoint of people with disabilities in the everyday world of work in the non-profit service providing sector by beginning where they are as bodies in the actualities of their lives. I will then explore how their experiences are influenced by society as it embeds, organizes, shapes and determines those actualities as they are lived. This short presentation is meant to be a way of looking out beyond the everyday to discover how it came to happen as it does - bridging the divide between the micro and the macro. The aim is to unveil the systemic practices or social policies that coordinate inclusive workplaces and positive images around disability across non-profit organizations. I will connect people's concrete experiences with abstract ideas about institutions, bringing into question what is commonly known, and pointing to the conceptual and textual work that in actual local practices bring institutional entities into existence. Using an ecological framework, the proposed presentation will be an expression of commitment to exploration and discovery beyond any one individual or organization's experience to highlight how people's activities are coordinated by the political-economic system.

>Promoting Inclusion of Racial/Ethnic Minority College Students with Disabilities through Encouraging Disability Accommodation Request Naoko Yura Yasui, Alabama State University; Junfei Lu, University of Alabama; Chuling Lo, University of Texas at El Paso

This presentation is a preliminary report from our study on racial/ethnic difference in attitudes toward requesting academic accommodations in college students with disabilities. It has been reported that people with disabilities (PWD) are up to five times more likely to live below the poverty line when compared to people without disabilities (She & Livermore, 2006). Educational attainment has been identified as the most effective means for PWD to achieve financial independence (Task Force on Postsecondary Education and Disabilities, 2000). Although the right to academic accommodations to address their disability is legally guaranteed to facilitate completion of education and inclusion during enrollment, not every student with a disability requests accommodations. Presenters have affiliated with institutions of higher education whose student bodies are predominantly from racial/ethnic minority backgrounds (i.e., Black or Hispanic). Our experience suggests that there is disparity in requesting accommodations across racial/ethnic groups. With a few exceptions conceptualizing the act of requesting academic accommodations as manifest of self-advocate skills (Walker & Test, 2011), research is yet to examine racial/ethnic discrepancy in the behavior of requesting academic accommodations in college. Knowing potential impact of the decision whether to request accommodations could have on academic outcomes and inclusiveness of college experience, we believe that it is imperative to examine racial/ethnic differences in attitudes to requesting accommodations to eventually develop effective intervention approaches to bridge the discrepancy. Starting with documenting race/ethnicity based differences in attitudes toward requesting academic accommodations for themselves in minority college students with disabilities from diverse racial/cultural backgrounds, we intend to develop recommendations to promote requests academic accommodations.

047. Where are the Helpers? Need and Availability of Social Support in Underserved Communities
SCRA
Symposium
1:00 to 2:15 pm
Social Sciences Building: FSS 4004

Low-income, ethnic minority and immigrant communities face multiple, chronic and uncontrollable stressors that impact their mental health. Social support, under some circumstances, has been linked to mental health benefits and shown to offset risks associated with chronic stress related

to poverty, neighborhood disadvantage and immigration-related stressors. Unfortunately, individuals from low-income, ethnic minority or immigrant backgrounds can experience unique challenges to accessing social support and especially to accessing support from individuals who are in a position to help them. Moreover, social support has both advantages and disadvantages that must be richly understood in efforts to bolster social connectedness. This symposium seeks to describe social connections for communities who are diverse with respect to ethnicity, language, immigrant status, and geographical area (i.e., urban vs. rural). The presentations focus on: (1) stress and social support among rural Appalachian, urban African American, and urban Latino adolescents; (2) social connections and advantages and disadvantages of social support for low-income, ethnic minority and immigrant parents living in an ethnic enclave; and (3) how community-based participatory research was used to co-develop and implement a stress and social support intervention with promotores-de-salud (community lay health workers) from Latino/a immigrant backgrounds.   The diversity of the communities from which participants were drawn offers rich opportunities for discussion of the cultural and contextual factors that might shape social connections for individuals from low-income, ethnic minority and immigrant backgrounds. The symposium will conclude with a discussion of whether and how such factors—for example, ethnic identity and acculturation, the presence/absence and social capital of co-ethnic peers, immigration-related disruptions in social networks, neighborhood factors (e.g., collective efficacy, neighborhood risk), and financial and geographic barriers—might shape social support in low-income communities.

Participants:

Adversity and Resilience in Adolescence: The Role of Social Support in Low-Income Communities Melissa DeJonckheere, University of Michigan; Lisa Vaughn, Cincinnati Children's Hospital; Farrah Jacquez, University of Cincinnati

Chronic and uncontrollable stress disproportionately impacts at-risk youth, including low-income, minority and immigrant populations, and is associated with negative health and well-being outcomes. However, most research focuses on the broader experiences of these youth rather than contextual and community factors that influence chronic stress. We conducted an explanatory sequential mixed methods study to understand the cultural and contextual differences in youth perceptions of chronic stress. Adolescents from three distinct communities were recruited to participate in the study through ongoing community-academic partnerships: rural White Appalachian, urban Black, and urban Latino adolescents. First, we collected psychosocial (validated measures of perceived stress and adverse life events) data from 42 adolescents (18 per community). Following analysis of the quantitative data, we recruited adolescents with the higher levels of perceived stress (n=18; six in each community) to participate in in-depth interviews to explain the quantitative results. Subsequently, eight adolescents participated in a participatory group analysis of interview data and created group visual narratives to represent their lived experiences. The results reveal that although all three groups experienced many shared chronic stressors (e.g., neighborhood characteristics including violence and drug use, conflict in relationships, academic stress), their experiences were qualitatively different in each community. One of the most salient risk factors in all three communities was relational isolation. However, only the Black adolescents reported strong connections to adults. The Appalachian adolescents reported few, if any, adult mentors or supports, while the Latino adolescents described the importance of social support while experiencing little. Implications for future research and recommendations for strategies to

bolster protective factors in each community will be discussed.

Lifted Weight or Added Burden? Understanding the Complexities of Social Support within Underserved Communities Diana Formoso, Nova Southeastern University; Abigail Pooch; Josie Anne Augustin, Nova Southeastern University

This mixed methods study (N = 27) seeks to better understand social connections among low-income, ethnic minority and immigrant parents. Parents were Haitian (n = 12) and Latino/a (n = 15), and participated in English, Spanish, or Creole. Semi-structured qualitative interviews were translated/transcribed, coded by two coders using a structured coding scheme (agreement > 70%), and summarized into Family Memos. Codes included sources and types of support, advantages and disadvantages of support seeking, and lack of support. Parents also completed the Parenting Social Support Scale (Telleen et al., 1989), which assesses social support need, availability and satisfaction for emotional and instrumental support domains. Qualitative results indicated ethnic and language differences in primary sources of social support. Haitian (Creole) mothers overwhelmingly reported faith-based support (e.g., God, pastors, church friends); Haitian (English) and Latino (Spanish) parents cited family and friends, followed by faith-based and (for Latinos only) community-based support (e.g., school personnel, psychologists, police); and Latino (English) parents overwhelmingly reported lacking support. Quantitative results indicated that mothers reported moderate to great need for support, considerable need-availability gaps, and (at times) low satisfaction with support; these varied by domains and ethnicity. Qualitative data on perceived advantages and disadvantages of social support was used to better understand need-availability gaps. Participants felt supported when others listened, understood and encouraged them; were affectionate, made them laugh and feel connected; shared advice; provided childcare, food and money; and supported their children. Disadvantages included reciprocity expectations; emotional burden (both provider and recipient); lack of comfort; fear of judgment and unsolicited advice; immigration-related disruptions in support; and financial burdens when seeking community resources. Several participants noted that their social networks were simply not in a position to help them. Parents' perspectives can help us better understand and address need-availability gaps in support and bolster an important, underutilized indigenous resource.

Developing and Implementing a Stress Intervention with Latino Immigrants: A Community-Based Participatory Research Approach Farrah Jacquez, University of Cincinnati; Lisa Vaughn, Cincinnati Children's Hospital; Gabriela Suarez-Cano, University of Cincinnati

Accessing affordable, high quality healthcare is a challenge for the population of almost 9 million undocumented Latino immigrants living in the United States, who are not eligible for Affordable Care Act benefits or most other insurance coverage. In order to eliminate health inequities experienced by Latino immigrants, research that engages community members is necessary to ensure that health promotion efforts are culturally and contextually appropriate for the populations they are designed to serve. We have worked for three years conducting Community-Based Participatory Research (CBPR) with a team of Latino immigrant co-researchers to identify and prioritize health needs and to develop, implement, and evaluate a community-partnered health intervention. Based on our initial needs assessment, stress and social support were identified as the most pressing issue for local Latino immigrants. Using a CBPR model, we developed a three-session stress intervention program focused on active listening and goal setting. Latino immigrant co-researchers implemented the intervention

with 113 other Latino immigrants (81% undocumented, 79% female, 76% less than high school diploma, 81% living in poverty, average age = 37). Participants completed pre- and post- intervention measures of current stress levels, social support, and confidence and skills to manage stress. As expected, the amount of stress experienced by participants did not significantly change, but emotional support, t(111)=2.44, p=.016, informational support, t(110)=3.02, p=.003, and ability to manage stress, t(110)=5.97, p=.000 all significantly improved following the intervention. Our community-partnered stress intervention project significantly improved perceived support and stress management skills among a largely undocumented sample of Latino immigrants. In a healthcare environment that struggles to provide high quality, culturally appropriate healthcare to the growing population of Latino immigrants throughout the country, a model that benefits from the lived experience of Latino immigrants themselves is a feasible, cost-effective way to deliver interventions.

> Session Organizer:
> Abigail Pooch
> Discussant:
> Diana Formoso, Nova Southeastern University

048. StoryTaler—Promoting well-being and reducing stigma through stories
SCRA
«The Innovative Other»
1:00 to 2:15 pm
Social Sciences Building: FSS 4006

StoryTaler is a community-based action group that is formed by a group of individuals with a shared vision to promote mental health literacy and to reduce mental illness stigma using grassroots change efforts in Hong Kong. Although Hong Kong is a well-developed metropolis, the public resource spent on mental health services is meager with long waiting lists and infrequent follow-ups. Mental health literacy is very low in the population with strong mental illness stigma and fierce opposition against the establishment of mental health facilities in the community. The StoryTaler operates under the principle of strength-based co-creation where individuals, regardless of their academic background and lived experience of mental disorders, come together to contribute their strengths and talents in creating and disseminating short, reader-friendly psychoeducation, personal story, and editorial posts on the Facebook. Within a year, the StoryTaler Facebook page has garnered over 21,000 likes with over a million reach. The StoryTaler also conducts Story Telling workshops, Listening workshops, and Story Telling Days to local NGOs and schools to equip individuals with lived experience in telling their recovery stories with pride and personal meaning. A randomized controlled trial was used to evaluate the effect of stories and mental health facts on mental health literacy and mental illness stigma. 280 participants were assigned to read either 10 posts over a one-month period that are written as stories, mental health facts, or facts about the city (control condition). Findings showed that stories and facts can effectively increase mental health literacy and reduce stigma compared with control. Evaluation of the Story Telling Days based on 80 participants showed that telling personal stories can effectively reduce negative attitudes towards mental illness and increase recovery orientation. Through these co-creation approaches, StoryTaler is able to enhance public's mental health knowledge and mitigate public mental illness stigma.

> Presenters:
> Amanda C. M. Li, StoryTaler
> Sin Carman, StoryTaler
> Iris Leung, StoryTaler
> Iris Chan, StoryTaler
> Session Organizers:
> Winnie W. S. Mak, The Chinese University of Hong Kong
> Amanda C. M. Li, StoryTaler
> Sin Carman, StoryTaler
> Iris Leung, StoryTaler
> Iris Chan, StoryTaler
> Moderator:
> Amanda C. M. Fu, The Chinese University of Hong Kong
> Discussant:
> Winnie W. S. Mak, The Chinese University of Hong Kong

049. Transforming communities worldwide through SCRA mini-grants programs: Next steps in making an impact
SCRA
Town Hall Meeting
1:00 to 2:15 pm
Social Sciences Building: FSS 4014

The SCRA mini-grant programs have demonstrated a strong, global impact through supporting efforts focused on enhancing well-being and promoting social justice. The four distinctive mini-grant programs include Education mini-grants (coordinated by the Council on Education), Community mini-grants (coordinated by the Community Psychology Practice Council), Public Policy mini-grants (coordinated by the Policy Committee) and Racial and Social Justice mini-grants (coordinated by the Committee on Cultural, Ethnic and Racial Affairs). Since 2011, the four mini-grant programs have collectively awarded over 80 grants to SCRA members working in communities worldwide. This 90 minute symposium will (a) showcase the four mini-grant programs and their promising outcomes at the national and international level, (b) engage the audience with brief presentations from grantees and reviewers which serve to illustrate the impact of the mini-grants program from multiple perspectives, and (c) facilitate group discussion related to involvement or improvement of the mini-grant programs. Through engaging session attendees in new ideas and discussion, this session will help to increase awareness of SCRA's four exceptional mini-grants programs, promote member engagement in the programs and help to strengthen the mini-grants programs in serving members and their communities.

> Session Organizer:
> Kyrah Brown, Sedgwick County Health Department
> Moderator:
> Kyrah Brown, Sedgwick County Health Department
> Discussants:
> Chiara Sabina, Pennsylvania State University-Harrisburg
> Christopher Corbett
> Daniel Cooper, Adler School of Professional Psychology
> Raymond Legler, National-Louis University
> Dawn X Henderson, North Carolina A&T State University

050. Should one size fit all? Translating a Transformative Community Initiative to a New Global Context in a Culturally and Contextually-responsive Way
SCRA
Symposium
1:00 to 2:15 pm
Social Sciences Building: FSS 5028

There is mounting evidence that youth mentoring can be a transformative community initiative enhancing the lives of those being mentored as well as those who mentor. This may explain why mentoring has grown in popularity internationally, and why there is growing interest in scaling up effective programs to benefit diverse communities. Effective programs are those that are borne out of local needs, designed and implemented to address these needs and informed by evidence-based principles and robust research. Campus Connections (CC), developed by Colorado State University, is one such program and its success has resulted in increased demand, including in the vastly different cultural context of Aotearoa New Zealand (NZ). Given that much of what we know about mentoring is based on research conducted in the United States, before scaling-up CC it is important to carefully consider which elements of the program may need to be adjusted to align with the needs and values of those in the new cultural context. The purpose of this symposium is to take attendees on a programmatic journey. This journey will begin with an introduction of the CC model including a description of why and how it was developed and implemented to address the needs of vulnerable youth in Fort Collins, CO. In the second presentation results from 5 years of research will be summarized highlighting the impact CC has had on mentees and university student mentors. In the third presentation the authors will describe a program of research being undertaken to develop a localized and culturally-informed version of CC for NZ. In the final presentation a collaborative theory of change for CC Aotearoa will be presented and described. The journey will conclude with an interactive session facilitated by Google Docs technology to explore how learnings from the symposium can be applied to other initiatives.

Participants:

Campus Connections: A Campus-Community Initiative Shelley Haddock, Colorado State University; Lindsey M Weiler, University of Minnesota

The Campus Connections program at Colorado State University was developed in 2009 in response to a call by the local juvenile justice system for the development of preventive interventions that support the positive development of a growing number of disadvantaged and at-risk youth. In less than six years, Campus Connections has become a core service for vulnerable youth and the program is attracting national and international attention because of its high-quality and cost-efficient model that has a transformative effects on youth, students, and the community. As a university-community collaboration, Campus Connections is both a mentoring program for vulnerable youth and a university course for students who want to enhance their education while making a difference in the life of a young person. Campus Connections pairs youth in one-on-one mentoring relationships with undergraduate students, and provides an on-campus community setting and prosocial activities in which mentoring pairs develop meaningful relationships while receiving personalized and therapeutic support from family therapist instructors. As part of an intentional multi-level mentoring community, both youth and students demonstrate transformational growth as they participate in activities designed to promote the youths' development and a sense of belonging to a purposeful community. In this win-win situation, the community also benefits as Campus Connections leverages the resources of the university to reduce the pressure on over-taxed human service agencies. This presentation will introduce Campus Connections and describe the journey of its initial development. This will include the community situation that prompted the call to action; the response from Colorado State University to develop an intervention that innovatively integrates best evidence-informed principles of effective youth mentoring, community psychology, family therapy and service-learning; and the rapid expansion that followed as a result of achieving positive outcomes for youth and students in Colorado.

The Impact of a Systems Approach to Youth Mentoring: Reciprocity, Civic Engagement, and Positive Youth Development Lindsey M Weiler, University of Minnesota; Shelley Haddock, Colorado State University; Ashley A Chesmore, University of Minnesota

The reciprocal nature of adult-youth mentoring relationships provides a unique context for the development of mutual benefits among disadvantaged youth and college student mentors. In Campus Connections, youth are mentored through a primary one-to-one relationship and within a small group of mentor-mentee pairs, which are nested within a larger mentoring community. This systems-based design is theorized to promote prosocial peer and adult connections that result in positive outcomes for both mentees and mentors. This presentation will summarize 5 years of research on the Campus Connections program. First, impacts on youth mentees and college-aged mentors will be reported. Namely, youth intervention participants reported less engagement in problem behavior, lower acceptance of problem behavior, and a greater sense of autonomy from marijuana use post-intervention than participants in the comparison condition. Conversely, post-intervention group differences were not observed for peer refusal skills or autonomy from alcohol use. Further, college student mentors had significantly higher post-intervention scores on civic attitudes, community service self-efficacy, self-esteem, interpersonal and problem solving skills, political awareness, and civic action than college students who had not mentored. Next, highlights from evaluations of mediating and moderating mechanisms related to program success and challenges will be discussed. For instance, results of a recent study suggest a negative relationship between youth level of risk and mentoring relationship quality (a key mechanism of change). This relationship, however, is mitigated by quality youth program characteristics (e.g., appropriate structure, opportunities to belong). Another study identified mentor trajectories in self-efficacy (an influential factor in mentoring program success) and predictors of these trajectories (e.g., mentor personality, perceived program support). Findings from this program of research provide important implications for program design, training, implementation, quality improvement, and future directions for the implementation of Campus Connections in other contexts, as well as for other youth mentoring programs.

Campus Connections Aotearoa: Towards a Culturally Responsive Framework Yvonne Ualesi, University of Auckland; Pat Bullen, University of Auckland; Melinda Webber, University of Auckland; Kelsey L Deane, University of Auckland

Similar to other places in the world, youth mentoring in Aotearoa New Zealand (NZ) has grown in popularity over the past several decades. Most recently mentoring has been identified by the NZ Government as an important strategy to fill a notable gap in service provision for highly vulnerable youth. However, to be effective mentoring programs that target youth with complex needs must provide a wrap-around service that addresses the young person's social, emotional, behavioral and academic needs. After a careful review of youth programs locally and abroad, Campus Connections (CC) was identified as an ideal youth mentoring program model to meet existing community needs because it would fill an existing gap in service provision for vulnerable youth using an innovative evidence-based model. Although importing models developed overseas is common in NZ, there is growing suspicion that such models may not suitably address

the needs of local youth who come from diverse backgrounds. Further, research has shown that many programs in NZ do not explicitly consider the cultural needs of mentees (Farrugguia, et al. 2010). This finding is poignant given that a large proportion of NZ mentees identify as indigenous Māori or Pasifika (i.e., Pacific Island). Therefore, engaging in research that contributed to the development of a localized and culturally-informed version of CC was needed if the program was to be successful in the NZ context. Using culturally responsive methodologies that focus on naturalistic methods, interpersonal interactions and foster reciprocal dialogue and co-construction, this study explores the meaning of culturally safe and effective practice in mentoring indigenous Māori and Pasifika youth. Preliminary data collected via semi-structured, in-depth interviews will be presented. Implications regarding the importation of mentoring models to local contexts and the importance of addressing the needs of local youth and their communities will be discussed.

> Navigating the Cultural Translation of Campus Connections through Pacific Waters using a Co-Designed Program Theory of Change
> Kelsey L Deane, University of Auckland; Pat Bullen, University of Auckland; Yvonne Ualesi, University of Auckland

The benefits of co-designed, theory-driven program development and evaluation are multiple. Involving a range of stakeholders in making explicit the theory of how a program is presumed to produce positive outcomes facilitates communication with and organizational learning for diverse stakeholder groups. It also provides evaluative direction by revealing relevant and realistic program components on which to focus variable measurement and, in this way, can improve the sensitivity of evaluation designs (Donaldson, 2007). Beyond improving evaluation use in a specific context, we have found that a collaborative program theory-driven approach can be invaluable in guiding the cultural translation of social programs to new global contexts. This presentation will describe the process undertaken to clarify Colorado State University's Campus Connections theory of change for scalability and translation purposes. This process included an analysis of program documents and Campus Connections research publications, consultation with staff involved with the Colorado-based program and observations of the program in action. The program theory of change was then used to guide consultation on the cultural translation of Campus Connections for implementation in Auckland, New Zealand. As an easily accessible, visual and succinct communication tool detailing how, for whom and under which conditions the program is designed to work best, the Campus Connections theory of change facilitated communication with Māori and Pasifika cultural experts, New Zealand-based community agency partners, potential youth participants and their family members about whether the program would meet the needs of disadvantaged New Zealand youth and how it could be enhanced to better align with their cultural worldviews. Their feedback informed a revised theory of change for Campus Connections Aotearoa and guided the evaluation design for the New Zealand pilot. The lessons learned from this process will be discussed.

> Session Organizer:
>   Pat Bullen, University of Auckland
> Moderator:
>   Pat Bullen, University of Auckland

051. Using Network Analysis in Community Psychology: Practices and Best Practices
   SCRA
   Workshop

1:00 to 2:15 pm
Social Sciences Building: FSS 6004

Network analysis has been employed as a method in Community Psychology since its earliest days (e.g. Hirsch, 1979; Birkel, 1983). More recently, it has been identified as a promising method for capturing context (Luke, 2005), and its use has been growing (e.g. Neal & Christens, 2014). Despite this long history, network analysis remains a misunderstood and underused approach to examining communities. This workshop aims to provide audience members with a better understanding of how it has been applied, and how it can and should be applied, in community-based research. The workshop will begin with a review of the current practices in network analysis in Community Psychology. We will demonstrate, through a series of examples drawn from the literature, how network analysis has been and can be used to understand many different phenomena of interest (e.g. community coalitions, social support, school interventions) at multiple levels (e.g. individual, organizational, community). This review of will serve as a foundation for identifying best practices for using network analysis in Community Psychology. We will focus on four key issues in network analysis: (1) Choosing an ego vs. whole network design, (2) Sampling and response rates, (3) Network variable selection, and (4) Two-mode networks. For each issue, we will examine the current practice, explore potential problems, and identify a best practice that reflects both the state-of-the-art of network analysis and the realities of community-based research. This workshop will be valuable to Community Psychologists who have used network analysis in their work before, but who want to incorporate new best practices. It will also be useful to Community Psychologists who have not used network analysis before and would like to learn how.

> Presenters:
>   Zachary Neal, Michigan State University
>   Jennifer Watling Neal, Michigan State University
> Session Organizer:
>   Zachary Neal, Michigan State University

052. Experiences and Needs of Families Experiencing Homelessness in the United States
   SCRA
   Symposium
1:00 to 2:15 pm
Social Sciences Building: FSS 6032

Family homelessness in the United States has increased markedly in recent decades. It is now clear that members of this population, mostly women and children, experience threats to their well-being that are not addressed by U.S. housing policy. The following studies examine the experiences of families navigating the homeless service system and suggest solutions to this persistent issue. The first study evaluates housing and service interventions for families experiencing homelessness in 12 U.S. communities. The study follows families randomly assigned to offers of permanent housing subsidies, rapid rehousing, transitional housing, and usual care. Outcomes support housing affordability as the primary contributor to family homelessness. The second study reports mothers' perceptions of relationships between homelessness, housing and children's well-being. Interview data suggest that mothers perceive housing environments as greater influences on children's well-being than residence changes. They also suggest that children's behavioral problems in shelter or when doubled up recede when families have their own residences. The third study examines disabilities in U.S. families experiencing homelessness.

Findings reveal that a high number of such families experience challenges to housing security and self-sufficiency without receiving disability benefits that could mitigate these challenges. Moreover, permanent housing subsidies may support access to benefits via increased housing stability. The fourth study uses annual point-in-time counts of U.S. homelessness to examine trends and community-level determinants of family homeless service use. Data from 400 metropolitan areas suggest reduced per capita service use over time. Factors associated with homeless rates include housing quality, housing affordability, proportions of veterans, concentrations of single females with children, and race. Together, these studies provide qualitative and quantitative data on the experiences and needs of U.S. families experiencing homelessness. Their findings can be applied to transforming the U.S. housing system into one that supports the well-being of this vulnerable but resilient population.

Participants:

Experimental impacts of housing and service interventions for U. S. families experiencing homelessness Marybeth Shinn, Vanderbilt University; Daniel Gubits, Abt Associates; Michelle Wood, Abt Associates; Samuel Dastrup, Abt Associates; Stephen Bell, Abt Associates; Scott Brown, Vanderbilt University

The Family Options Study was designed to understand what housing and service interventions work best for families experiencing homelessness. We compared effects of priority offers of three active interventions—permanent housing subsidies, community-based rapid re housing, and project-based transitional housing —to one another and to the usual care that families access without special offers. We enrolled 2,282 families from emergency shelters in 12 communities across the United States. Families provided informed consent and completed a baseline survey. Because many programs had entry requirements, we screened families for eligibility, and then randomized them among intervention arms (including usual care) where there was an opening for which they appeared eligible. To preserve the integrity of the experiment, all analyses compare pairs of interventions and include only families who were eligible for both interventions in the pair and assigned to one of them. We followed up 81% of families at 20 months and 78% of families 36 months after randomization and examined outcomes in the domains of housing stability, adult well-being, family preservation, child well-being, and self sufficiency. Across both follow-up points, offers of permanent housing subsidies not only reduced homelessness and enhanced residential stability relative to usual care but also had radiating impacts on all four additional outcome domains. Subsidies reduced separations of children from families, adult psychological distress, substance abuse, and intimate partner violence, children's school absenteeism, behavior problems, and number of schools attended, and family food insecurity. Subsidies also reduced work effort. Benefits of subsidies were attained at only 9% greater cost than usual care. Rapid re-housing and transitional housing had few effects, although rapid re-housing was 9% cheaper than usual care. Results support the theory that family homelessness is primarily a housing-affordability problem, which subsidies can address.

Mothers' perceptions of relationships between homelessness, housing, and their children's well-being Scott Brown, Vanderbilt University; Amie Thurber, Vanderbilt University

Childhood homelessness is a growing problem in the United States. Homelessness has been linked to worse child functioning during shelter stays relative to normative samples, but findings from comparisons to children in poverty who are stably housed are mixed. The few longitudinal studies of families that experience homelessness suggest that children may recover to some extent. Mechanisms by which difference emerge or recovery occurs remain unclear. Our study goal is to shed light on these processes by examining parents' housing experiences during and after an initial shelter stay, perceptions of how housing experiences influence their children's well-being, and adaptive strategies for mitigating perceived negative influences. We use data from semi-structured interviews conducted with 80 mothers in four sites of an experimental study of housing interventions for families experiencing homelessness 7 to 10 months after study enrollment. Families were assigned to a short-term rental subsidy (n=20), permanent housing subsidy (n=20), transitional housing (n=20), or a usual care condition (n=20) of continuing to work with shelter staff to locate housing. Mothers largely focused on their perceptions of housing environments as exerting greater influence on their children's well-being relative to perceived influence of changes in residence. Mothers frequently reported their children displaying greater behavioral problems when in shelters and overcrowded doubled-up situations. Yet many who obtained permanent housing subsidies reported these problems abating quickly once they had a place of their own, along with a sense of personal relief. Perceived effects of homelessness on children were not uniform even among children in the same family, as some children displayed greater coping challenges than others. We discuss how mothers utilized many adaptive strategies to mitigate perceived negative influences on their children, which often varied by the age of the child. Implications for future studies of homelessness and child well-being will be discussed.

Disability status, access to benefits, and housing interventions among families experiencing homelessness Erin Mccauley, Cornell University; Zach Glendening, Vanderbilt University

Though homelessness and disability individually receive considerable academic attention, their intersection is rarely addressed. This study examines that intersection using interview and administrative data from a 12-site, random assignment experiment called the Family Options Study. Participating families (N = 1,857) were interviewed once upon entering emergency shelter and again at a follow-up 20 months later. Using these data, we conducted descriptive analyses to examine the prevalence of work-limiting disabilities among homeless family members and the extent to which families experiencing homelessness and reporting disabilities received SSI/SSDI. We used linear and logistic regression to examine (a) the extent to which disabilities influence family housing security and self-sufficiency; (b) the extent to which SSI/SSDI benefits influence family housing security and self-sufficiency; and (c) whether offers of permanent housing subsidies, temporary rapid re-housing subsidies, or project-based transitional housing affect SSI/SSDI receipt over a 20-month period. At shelter entry, 34% of respondents reported some disability in their family, 26% reported a disability in the family that limited his or her work, and 22% reported a personal work-limiting disability. SSI/SSDI coverage never exceeded 40% of any category's members. However, over 20 months coverage increased by about 10 percentage points in all three categories. Disabilities increased housing instability, food insecurity, and economic stress while decreasing work activity and family income. SSI/SSDI decreased returns to emergency shelter and work activity while increasing family income. Among families reporting a disability, permanent housing subsidies improved access to SSI/SSDI. Post-hoc instrumental variable analyses suggest subsidies increase access to SSI/SSDI through reduced housing mobility. We present our findings as well as their implications for public policy.

Family use of homeless services: National trends and community-level

determinants Patrick Fowler, Washington University in St. Louis; William Rogers, Lindenwood University; Anne Winkler, University of Missouri St. Louis

Although federal reports suggest reductions in the number of homeless persons in families, existing data fail to account for co-occurring population dynamics that might mask true trends and provide little insight into community-level characteristics that facilitate efforts to end homelessness. The study used annual point-in-time counts available for every United States community. Counts attempted to census individuals in households with children under age 18 using homeless services on a single night each January. Extensive geographic linkages matched homeless counts to biennial American Community Survey one-year estimates for 2007, 2009, 2011, and 2013. Adequate matches were made for 400 metropolitan statistical areas containing populations of 50,000 or more people. Two-level mixture models regressed change in the natural log of individual in families using homeless services per 10,000 on community-characteristics collected concurrently and lagged at each time point. Across study years, the median was 7.94 (SD = 13.06) persons in families with children under 18 years per 10,000. Regressions suggested significant declines in per capita rates of homeless service usage over the follow-up (b = -.06, SE = .01, p = .01). Concurrently, greater rates of substandard housing (b = .07, SE = .02, p = .01) related with less homelessness, while greater proportions of veterans related with decreases (b = -.03, SE = .01, p = .02). More unaffordable housing related with lagged increases in homelessness (b = .02, SE = .001, p = .01), as did concentrations of single females with children (b = .04, SE = .01, p < .04). White communities experienced decreases in homelessness both concurrently (b = -.01, SE = .003, p = .02) and lagged (b = -.01, SE = .003, p = .04). Implications are discussed in context of current policies as well as the methodological challenges involved in using national homelessness counts.

Session Organizer:
Zach Glendening, University of Dayton
Moderator:
Zach Glendening, Vanderbilt University
Discussant:
Tim Aubry, Universtiy of Ottawa

053. Leading Responses of Community Psychologists to the Global Forced Migration Crisis
SCRA
Symposium
1:00 to 2:15 pm
Social Sciences Building: FSS 7035

We are currently facing a crisis of humanity due to wars and conflicts around the world, because of the spoliation of natural resources, and the climate change among other reasons. Receiving countries are overwhelmed by the dimension of the challenge; the capacity to respond of services and institutions is exceeded. Some countries have decided to look away, thus neglecting migrants since the moment they leave their home, during the journey, and once they reach our borders. Also, fear and racist attitudes are arising among the population, nourished by irresponsible politicians and mass media who create an overreacting alarm about the possible consequences of this scenario. Within this situation, the international scientific community also faces a great challenge. Community psychologists are prepared to lead a multilevel response based on human rights and social justice as core values of our discipline. Around the world we are guiding

initiatives to respond to multiple challenges associated to this crisis. In this panel we discuss three of such initiatives that could be an example to other places as well as a good starting point for debate. Firstly, Patrizia Meringolo and her colleagues will present the activity developed by community psychologists in Florence, Italy, to welcome newly arrived refugees and offering counseling services, psychological assistance, or social support among others. Secondly, Manuel García-Ramírez will introduce the example of how community psychologists have lit the fuse of solidarity within the University leading a community mobilization response among the faculty, students, the institution, and civil society organizations. Lastly, Fabricio Balcázar will introduce the policy brief statement developed by multiple NGOs in regard to the drastic mental and physical consequences caused by detention among asylum seekers, especially the children.

Participants:
Community-based interventions for the massive arrival of forced migrants and refugees in Italy: Opportunities and threatens Eleonora Moscardi, Associazione Insieme Onlus; Patrizia Meringolo, Department of Education and Psychology, University of Florence ITALY; Mattia Mazzarese, University of Florence

Italy is the first country for migrants departing from Libya and also a transit country with related to tragic difficulties. Italian data reflects that, until October, in 2016 160.000 migrants have arrived. The Reception System in Italy is comprised of three types of facilities: temporary centers, the network SPRAR- System of Protection for Asylum seekers and Refugees and governmental centers. In Tuscany the network SPRAR the second level of reception offers services to 700 refugees. A good practice for confronting the complexity of the reception process is the Tuscany model for widespread reception, which is based on inclusion in small towns, with the cooperation of NGO Associations, aimed to build tailored projects, focused on attaining language competences, vocational training and working inclusion; with step-by-step increase of independence and self-organized everyday life. This contribution shares the experience of a project leaded by community psychologists and developed by NGO Associations (Associazione Insieme, Associazione Progetto Accoglienza, Solidarietà Caritas), carried out in three municipalities in the Florence area. Participants included 48 men, arriving in Tuscany from different countries a few days after their arrival in South Italy. The initiative is a community based intervention that includes the support of administrative procedures, for example obtaining papers, referral for psychological and health needs, memory reconstruction, knowledge of local communities, its services and social networks. However, difficulties that still need to be addressed are the long wait for asylums request outcomes, the low involvement of other municipalities in the proposal. Furthermore, the existing prejudices against foreign people coming from national citizens are amplified by conservative politics, particularly in times of crisis or when violent conflicts shock public opinion. These types of positive experiences with small groups in small towns may be often undermined by unwarranted claims that impede fruitful community development.

Psychosocial effects of detention of immigrating families: A policy statement Fabricio Balcazar, University of Illinois at Chicago

The process and duration of detention can be stressful for every member of a family. Children of parents who have been detained tend to experience feelings of depression, anxiety, and even post-traumatic stress symptoms (Brabeck et al., 2014). Researchers have discovered similar findings in the mental health of detained asylum seekers (Physicians for Human Rights & Bellevue/NYU Program for Survivors of Torture, 2003). Furthermore, prolonged detention has been shown to have a long-term effect on the

psychological health of refugees, which persists after the detention. One of the points made in the Letter to President Obama by several NGOs (American Psychological Association, September 25, 2014) in opposition to family detention is that imprisonment harms children's health. Their physical and psychological development suffers during detention, and such harms can be long lasting. Being held in a prison-like setting, even for a short period of time, can cause psychological trauma for children and increase their risk factor for future mental disorders (Cleveland, Rousseau, & Kronick, 2012, April). According to Physicians for Human Rights and the Bellevue/NYU Program for Survivors of Torture (2003), detention can also exacerbate the trauma experienced by both children and adults who have fled violence in their home countries. In many instances, detained migrants may be released on their own recognizance or on a bond set by immigration officials. Alternatives to detention can also include more intensive monitoring, though these more restrictive conditions should only be used when absolutely necessary (UNHCR, 2012). This presentation will describe the process of developing a SCRA policy brief on this topic and how it is been disseminated.

> The Rapid Response from the College of Psychology at University of Seville to the Refugee Humanitarian Crisis Manuel Garcia-ramirez, Universidad de Sevilla; Marta Escobar-Ballesta, Universidad de Sevilla

This contribution shows the rapid response of the College of Psychology at University of Seville in Spain to the refugee humanitarian crisis. When more than a half million of people crossed the Mediterranean Sea in the summer-autumn of 2015, CESPYD, the Center of Community Research and Action at University of Seville called the attention to mobilize the University community—scholars, faculty, professionals and students—on what psychology professionals and educational institutions could do in this regard. From this initiative, a working group was promoted by the Psychology Dean's office, including research groups, faculty, professional organizations, NGOs, and student representatives. The objective was to capitalize on the available resources and to commit in undertaking the following actions: (a) to proclaim the college of Psychology at University of Seville as sanctuary or safe haven, (b) to lead an international call for research and advocacy responses to the global humanitarian crisis, (c) to develop an urgent guide for psychosocial intervention with migrants and refugees, and (d) to organize workshops to raise awareness within the University community. In this contribution, we will call to encourage community psychology researchers, staff, and students around the world: (a) to denounce and minimize the effects of the irresponsible discourse of politicians who are igniting racist attitudes among populations; (b) to lead the fight against the violation of human and citizen rights suffered by millions of victimized refugees, asylum seekers, and migrants; (c) to welcome in our campuses displaced and persecuted students and researchers; and (d) to demand more investment in research and training initiatives to assure responsible answers to the urgent needs of newcomers who are denied entitlement and access to the citizen accreditation.

    Session Organizer:
        Manuel Garcia-ramirez, Universidad de Sevilla
    Discussant:
        Serdar M. Degirmencioglu, American University in Cairo

054. Exploring collaborative initiatives around Indigenous topics
    SCRA
    Town Hall Meeting

1:00 to 2:15 pm
Montpetit Hall (MNT): MNT 203

This town hall meeting will serve as a forum for biennial attendees interested in Indigenous topics to come together and reflect on the possibilities for collaboration that could emerge from this conference. Topics of interest include, but are not limited to, Indigenous psychology, Indigenous rights and governance, reconciliation, Indigenous mental health, self-determination, education of health and social service professionals to work with Indigenous peoples. Attendees will have an opportunity to share their work and their interests. As a group, we will explore how our work and research could benefit from collaborative efforts. The Society for Community, Research, and Action (SCRA) provides a platform for collaborative work around topics of interest, known as "Interest Groups", and we will discuss the pertinence of becoming part of an Indigenous interest group within SCRA. Lastly, a motion to work towards a special issue of the American Journal of Community Psychology will be presented for consideration.

    Session Organizer:
        Carlos Luis Zatarain, Wilfrid Laurier University
    Moderator:
        DARREN THOMAS, WILFRID LAURIER
    Discussants:
        Pauline Guerin, Pennsylvania State University
        Laine Bourassa, Wilfrid Laurier University
        Heather Gridley, Australian Psychological Society
        Heather Schmidt, Cape Breton University
        Camarin Meno, University of Illinois at Urbana-Champaign
        Teresita Castillo, Universidad Autónoma de Yucatán
        Julie Pellman, St Francis College; NYC College Of Technology
        Tia Neha, Victoria University of Wellington

055. Black Lives Matter and Community Psychology: Exploring a 21st Century Social Movement
    SCRA
    Roundtable Discussion
1:00 to 2:15 pm
Vanier Hall: VNR 3035

The Black Lives Matter movement emerged after the shooting death of Trayvon Martin and the acquittal of his killer George Zimmerman. Patrisse Cullors, Opal Tometi, and Alicia Garza created this call as an affirmation of Black lives in the face of oppression and systemic racism. Scholars from various fields have begun examining Black Lives Matter, yet there is little research in the field of psychology. For example, a PSYCHinfo database search yields approximately a dozen results about Black Lives Matter. Nonetheless, social media and internet connectivity have propelled the awareness and platform for this 21st century movement. Given community psychology's focus on social justice, activism, and change, we have a unique opportunity to learn from #BlackLivesMatter and the current societal discussion on systemic oppression. This roundtable is designed to ignite discussion around several key questions regarding what we can learn from the Black Lives Matter movement about social change and activism. Sample discussion questions include "How can we learn from the ways Black Lives Matter uses grassroots organization to further social movements?", "What can past social movements influenced by community psychology teach us about the current movement?", and "What does it mean to be an activist?" The discussants will facilitate the exploration of social justice movements, the connections between #BlackLivesMatter and

community psychology, and the future of racial justice movements.

Session Organizer:

Dominique Thomas, Georgia State University

Discussants:

Dominique Thomas, Georgia State University

Allana Zuckerman, Georgia State University

Ciera Lewis, Georgia State University

Jacque-Corey Cormier, Georgia State University

056. 15 Years of Collective Voices: Evolving the Methodology, Strategies, and Data Tools for a City-wide Community Survey
SCRA
Workshop
2:30 to 3:45 pm
Social Sciences Building: FSS 1005

Since 2001, a philanthropic organization connected with a local university has implemented an annual community survey of a mid-sized metropolitan area to understand residents' perceptions and experiences on topics relevant to the community. Topics cover a wide range, including ability to meet basic needs, access to healthcare, neighborhood safety, employment, housing, education, and racism and discrimination. The goals of this community survey, now known as VoiceGR, are to 1) provide and increase access to free data to community stakeholders to inform decision-making and collective impact, 2) stimulate conversation about issues pertinent to residents of the region, and 3) benchmark progress in specific demographic groups over time by disaggregating results. Over the past 15 years, data collection methodologies, community outreach and engagement strategies, and free data visualization tools have been adapted to the changing local context to ensure effective data collection, endeavor for accurate community representation, and encourage utilization of findings. During the workshop, presenters will describe the evolution of VoiceGR and current adaptation of these methodologies (e.g., utilizing existing networks of communication), strategies (e.g., collaborating with community stakeholders at all levels), and tools (e.g., making community data accessible and digestible). Presenters will also share what they have learned about gathering a representative sample, using community engagement for raising awareness as well as data collection, and showcasing large amounts of data via web-based tools.

Presenters:

Laura Quist, Grand Valley State University

Ian Lang, Grand Valley State University

Melyssa Tsai O'Brien, Grand Valley State University

Jodi Petersen, Grand Valley State University

Session Organizer:

Melyssa Tsai O'Brien, Grand Valley State University

Moderators:

Lisa Venema, Grand Valley State University

Amber Erickson

Ouen Hunter, Grand Valley State University

057. Policy Engagement and Competency Development: Opportunities, Resources and Pathways
Global Alliance for Behavioral Health and Social Justice
Symposium
2:30 to 3:45 pm
Social Sciences Building: FSS 1006

Enhancing our field's capacity to influence public policy is critical if we are to achieve positive social change. Towards this end, we need to provide more opportunities, resources and pathways to help individuals engage in policy work and gain the competencies needed to be effective. The purpose of the proposed symposium is to generate concrete ideas on ways to engage members of our field in policy work and support development of policy-relevant skills and competencies. The session will begin with three presentations. The first presentation, by Kenneth Maton, will highlight practical suggestions from 79 policy-engaged psychologists (the majority community psychologists) about how graduate students and early career professionals can get started in policy work (Maton, 2016). Each of the seven suggestions offered will be illustrated by a case example. Next, Rebecca Campbell will describe her role as a policy-involved faculty in providing opportunities for graduate students to engage in policy work and develop policy competencies. These methods include providing graduate students the opportunity to lead project components so that they can share their work directly with policy stakeholders, and student-policymaker collaboration on student milestones and publications. In the final presentation, Taylor Scott and Jackie Larson will describe the pilot of an approach for enhancing policy competencies among researchers and providing opportunities for responding to federal legislative requests. This presentation will highlight evaluation results from a webinar training series and lessons learned from an incremental approach to addressing current policy priorities. The session will continue with responses from two discussants (Robin Jenkins, a policy-involved faculty member, and Sara Buckingham, a former APA Public Interest Policy Scholar). We then move to moderator-led engagement of the audience in generating a series of concrete steps for enhancing our field's policy engagement and capacity (to be published in The Community Psychologist).

Participants:

Getting Started in Policy Work Kenneth Maton, University of Maryland-Baltimore County

How can interested community psychologists become engaged in the policy arena and develop policy-relevant skills? In-depth interviews were conducted with 79 psychologists who had achieved success influencing social policy during the course of their careers (Maton 2016). The interviewees described how they got started in policy work, vantage points through which to influence policy, key policy skills developed, and suggestions for how others can become engaged, including graduate students, early career professionals, and established faculty. This presentation will illustrate, with case examples, the following seven practical suggestions offered for getting started in policy work: 1) Volunteer for or join a policy-oriented organization (e.g. advocacy organization) related to one's research, professional, or personal focus. 2) Seek out faculty, university research and policy institutes or centers, and practitioners actively involved in policy work, and ask about ways to get involved in specific policy-relevant projects. 3) Apply for APA, SPSSI or SRCD Congressional fellowship programs, or policy internships in one's specific area of interest. 4) Learn to ask policy-relevant questions through exposure to a) policy-relevant coursework in psychology and other disciplines, b) the policy focus and products (i.e. briefs and reports) of advocacy or intermediary organizations, and c) engaging with policymakers. 5) Invite input from policy-informed faculty and/or policy practitioners on how to increase the policy relevance of one's research projects and grant proposals (including students' master's thesis and dissertation) early in the planning process. 6) Gain experience working in community settings involving populations of interest, to understand first-hand the contextual realities that policy must consider. 7) Participate in the policy committee of a professional society (e.g., SCRA

Policy Committee). Many policy committees actively seek out and desire the help of graduate students, early career professionals, and established faculty members interested both in general policy work and specific policy initiatives.

> Building Long-Term Collaborations and Creating Opportunities for Student Engagement in Public Policy Rebecca Campbell, Michigan State University; Jessica Shaw, Boston College; Hannah Feeney, Michigan State University

: As part of this symposium, we will describe a long-term collaboration with a violence against women policy agency in Michigan that has led to multiple opportunities for students to work directly with policy makers. Over the past 15 years, Dr. Campbell has been a collaborative partner with the Michigan Domestic & Sexual Violence Prevention and Treatment Board (hereafter "The Board"), which is a governor-appointed board that administers federal Violence Against Women Act funding (among other federal programs) in Michigan. The Board also works closely with state legislators on gender-based violence issues, including drafting legislation, identifying experts for legislative hearings, and developing legislation implementation plans. The Board initiates policy projects throughout the state, including the creation of model policies for crime investigations and service provision to victims. In short, The Board is a key connector stakeholder that interfaces with the legislature, the executive branch of state government, and front-line practitioners. Over a series of projects, Dr. Campbell and her student collaborators have had an opportunity to work with the Board on both small-scale projects (e.g., brief literature reviews that summarize key findings that are pertinent for pending legislation) to large-scale, federally funded research projects. Dr. Campbell will describe her work in forming and maintaining this collaborative partnership and strategies she has used to bring students into this work so that they could develop their own independent programs of research and professional relationships with these policy stakeholders. Dr. Shaw will describe how her relationship with The Board created an opportunity for her dissertation research and working with stakeholders to disseminate her findings. Ms. Feeney will describe her experience developing a master's thesis in collaboration with The Board and her multi-year collaboration with them to create a state-wide model policy for sexual assault investigations.

> Enhancing Skills and Providing Opportunities for Researchers' Policy Engagement: Lessons Learned from a Pilot of the Research-to-Policy Collaboration Project Taylor Scott, University of North Carolina at Charlotte; Jacqueline Larson, University of North Carolina at Charlotte; D. Max Crowley, College of Health and Human Development, Pennsylvania State University

There is vast interest in bridging research and policy to inform evidence-based policies and policy-informed research, yet there are few systematic approaches for mobilizing researchers to connect directly with legislative staff. Many efforts emphasize synthesizing empirical articles to make information accessible to policymakers; while there is great value in those efforts, there remains a need for further facilitating interactions and collaboration between legislative and research arenas. This presentation will describe a pilot of the Research-to-Policy Collaboration (RPC) practice model, a step-wise approach for strengthening researchers' policy competencies and providing opportunities for collaborating with legislative staff around current policy priorities. This process has potential to provide community psychologists and students with opportunities to develop policy-related knowledge, skills, and experiences. The RPC emphasizes a "small wins" approach to facilitating partnerships between independent research

experts and legislative staff by first assessing legislators' most pressing needs (rather than attempting to change existing priorities and values) then matching legislative staff with research experts based on policymakers' real-time needs. The RPC prepares researchers for engagement with legislative staff via a webinar training series and involvement in responses to legislative requests; subsequent to that, researchers, legislative staff, and RPC coordinators meet in Washington, DC to determine a plan for collaboration. The pilot of the RPC model resulted in several concrete, needs-based deliverables per the request of federal legislative staffers, including two policy briefs and a Congressional briefing. Additionally, participants reported improved levels of policy-related knowledge and self-efficacy (i.e., ability to engage with policymakers), and a diminished need for policy-related training via surveys conducted before and after the webinar series. This presentation will discuss lessons learned with regard to engaging community psychologists and students in the legislative arena.

> Session Organizers:
> Kenneth Maton, University of Maryland-Baltimore County
> Taylor Scott, University of North Carolina at Charlotte
> Discussants:
> Sara Buckingham, University of Maryland-Baltimore County
> Robert Jenkins, Independent Consulting

058. Ignite Session 4
  SCRA
  Ignite Session
2:30 to 3:45 pm
Social Sciences Building: FSS 2005
> Participants:
> "Evaluation Justice": Conceptualizing a New Model for Evaluator Collaboration with Community Partners Amy Hilgendorf, University of Wisconsin-Madison

Research Justice presents a model for research that challenges traditional divisions of power, control, and authority in research practice, shifting these away from mainstream institutions and into the hands of grassroots organizations (Assil, Kim, & Waheed, 2012; Jolivette, 2015). An emerging model for community-based action research that has been developed by community organizing groups around the country, Research Justice facilitates community members' efforts in knowledge production and for the purposes of developing and advancing campaigns, building local leadership and grassroots power, and transforming systems. Research Justice leverages community knowledge and practices (including cultural activities, spiritual rituals, stories and community member experiences), asserts the right for communities to be heard by decision makers, stresses the right to know mainstream information (i.e., academic reports, government data) about their communities, and to leverage this mainstream information for their own purposes. Research Justice builds on Paulo Freire's approaches to participatory action research and popular education to develop capacity within grassroots organizations to take on these research projects. In this model, mainstream researchers from universities, government agencies, and other institutions are re-positioned as invited contributors in these strategic efforts. What would a model of "Evaluation Justice" offer? How could Evaluation Justice help evaluators who seek to advance social justice through their work? What would a model of Evaluation Justice look like and how would it demand revision to our existing evaluation approaches and practices? What challenges would a model of Evaluation Justice present to evaluation practice and our identities as evaluators? In this presentation,

I will offer a conceptual exploration of what a model of Evaluation Justice could mean to evaluators and evaluation practice.

> Challenges to Implementing Evaluation tools and Collecting Outcomes in a Community Action Agency Helen Squitieri, Drexel University; Samantha Matlin, Yale University

The past twenty years have seen a push towards evidence-based or research-based policy and programming within the government. In 1994, Community Action Agencies (CAP) saw the creation of Results Oriented Management and Accountability (ROMA) in an effort to create greater effectiveness among organizations receiving the Community Services Block Grant (CSBG). ROMA encouraged results-oriented management and accountability by using logic models.   The Philadelphia Mayor's Office of Community Empowerment and Opportunity (MOCEO) is the CAP fighting poverty in Philadelphia. The agency developed their Shared Prosperity Plan to combat poverty in 2013, thereby shifting from direct services to a collective impact model with five target areas. In an effort to implement and further develop Shared Prosperity, Philadelphia's public and non-profit organizations now seek to develop common agendas with shared measurement systems. The city's government and non-profits usually share common agendas, but often lack the measurement system to implement evaluation tools endorsed by ROMA. MOCEO has dedicated much of the last three years to gathering background research through working groups with stakeholders in the community. Through consultation with experts and reading relevant policy research, the working groups understand the problems. Furthermore, some of the working groups have implemented activities and collected outputs. Currently there is no system in place to collect data and evaluate outcomes; therefore the logic model often ends at outputs. While fairly common for CAPS under financial constraints, supplementing outputs for outcomes limits the ability of MOCEO to evaluate their program development. MOCEO has a Director and Assistant Director for Planning and Evaluation, but they often engage in event planning and report writing. The agency can begin by restructuring their employee hierarchy to elevate the planning and evaluation team into an all-encompassing role for programming at MOCEO. A new hierarchy now means evaluation can become the focus.

> Dissemination in community based participatory research with Mexican immigrants: A community engaged review of the literature Sarah Gabriella Hernandez, University of Illinois Chicago

With the goal of social justice and action, dissemination in community based participatory research (CBPR) is particularly relevant for marginalized and oppressed groups in the United States (Balcazar, Garcia-Iriarte, & Suarez-Balcazar, 2009; Fals-Borda, 1987; Minkler & Wallerstein, 2003; Suarez-Balcazar, Martinez, & Casas-Byots, 2005). Because of Mexican immigrants' unique history and position of social marginality in the U.S. (Chavez, 2013; Hondagneu-Sotelo, 1997), understanding dissemination strategies for this population is warranted to improve their overall health. However, the only review of dissemination in health related CBPR was not population specific (Chen, Diaz, Lucas, and Rosenthal, 2010). This gap in the literature has been reproduced in a local context of the Little Village community in Chicago, a predominantly working class Mexican immigrant community (ENLACE Chicago, 2013). Community stakeholders have used CBPR approaches and identified dissemination as key towards social change, yet in practice, it has fallen short of community needs and expectations. Therefore, I therefore engaged with community stakeholders to perform a systematic literature review on dissemination in CBPR with Mexican immigrants. Moreover, their perspectives informed the development of a

priori codes that were used for a qualitative content analysis of the articles. Findings indicated a process of defining dissemination goals, strategies and practices, who disseminates, who is the audience, identifying when dissemination occurs, and barriers to dissemination. Dissemination in CBPR represents a vehicle towards improving health for the Mexican immigrant community - engaging in a knowledge translation process to get from point A (the research findings) to point B (action). This review not only addressed the gap in the literature but also served to meet the community's need to better understand dissemination strategies in the literature.

> Expanding Methodologies: A Review of Studies Using Mixed Methods in Community-Based Participatory Research to Address Disparities Melissa DeJonckheere, University of Michigan; Robin Lindquist-Grantz, University of Cincinnati, Educational Studies

Community-based participatory research (CBPR) aims to equitably involve community stakeholders in the development of practical solutions to complex real-world problems through engagement in research. Academics and community members share ownership and decision-making power as co-researchers in order to generate knowledge that is mutually beneficial and more relevant to the community context. The pragmatic underpinnings of CBPR align with those of mixed methods research (MMR), which involves the purposeful integration of quantitative and qualitative methods in order to provide a more comprehensive understanding of a research problem. Like CBPR, MMR has been touted as being more powerful than conventional single methodologies for understanding situations, problems, and solutions addressed in social behavioral and health research. In addition, both approaches are uniquely positioned to improve understanding of social and health disparities and support the development of contextually-relevant interventions and policy recommendations. Although both CBPR and MMR have recently become more widely used and accepted in academia, they are both still emerging within the larger sphere of philosophical and methodological research paradigms. The similarities between the two paradigmatic sensibilities and their increasing use in social behavioral and health research provide compelling reasons to better understand the intersection of CBPR and MMR, yet little has been written on this topic. To advance participatory and mixed method inquiry that addresses societal inequalities, we conducted a literature review of empirical studies using both CBPR and MMR designs. The review findings will be presented in this ignite presentation, including an overview of the prevalence of these designs, advantages and challenges of combining CBPR and MMR, and implications for future research. The presentation will be useful for individuals interested in participatory and mixed methods research applications across fields.

> Impacts, Outcomes, and Developments: Evaluation as Community Psychology Practice Brian Hoessler, Strong Roots Consulting

Evaluation plays a key role in supporting transformative change. The field is most commonly associated with measuring outcomes and attributing success (or failure) to the activities of a program or initiative in order to provide accountability to funders and other stakeholders. Although this purpose continues to be central for the field, evaluation theory and practice has broadened to incorporate (among others) systems thinking, program development and design, and critical discussions around values and purpose; aspects which are in alignment with community psychology's methods, approaches, and values. This Ignite presentation will provide a quick overview of where evaluation and community psychology intersect, as shared through my story as a practitioner who has found a home within and between the two fields. I hope that this presentation will encourage community psychologists to engage with evaluators and the evaluation field

to further our ability to make transformative impact.

IRB/REB Barriers to Community-Based Participatory Research: Examining Current Forms and Guidelines Cohort 3, Concordia University-Portland

To advance wellbeing for vulnerable communities, community voice and participation can be facilitated via a praxis approach, which emphasizes the "the unity of theory and action" (Prilleltensky, 2008, p. 748). According to Prilleltensky (2008) "praxis-literacy requires familiarity with the cycle and integration of reflection, research, and social action" (p. 748). As research integrates with social action, community-based participatory research (CBPR) becomes essential. However, investigators can be dissuaded from pursuing CBPR projects because of the challenges posed by the traditional frameworks used by Institutional Review Boards (IRB) and Research Ethics Boards (REB). Flicker, Travers, Guta, McDonald, and Meagher (2007) have argued that new ethical dilemmas are associated with CBPR that are not addressed by the traditional ethical review framework. Therefore, Flicker et al. (2007) conducted a content analysis of forms and guidelines commonly used in the IRB/REB process. The literature on IRB/REB reviews of CBPR studies indicates there are constraining factors in the current forms and guidelines of IRBs and REBs. These constraints affect both IRB/REB committee members as well as researchers (Nixon, Gahagan, & Fielden, 2012). This study addresses current developments regarding the progression of protocols. This study will examine literature from CBPR researchers who have encountered roadblocks with IRB/REB by comparing IRB/REB forms and guidelines in use from 2007 to present, and then evaluating their guidelines using Flicker et al's (2007) suggested steps. We seek to determine whether or not those elements have now been included in recent review protocols. Shifting IRB/ REB protocols to fit a critical model addresses the imposed risks to the community that relying on the traditional model entails (Flicker et al., 2007). Discussion about current research policies and procedures will be included, and specific collaborative protocols from past studies that are better suited to evaluate CBPR projects will be suggested.

Many-to-many group mentoring in schools: mentors' perceptions of youth mentee developmental assets Dallas Ambry, Victoria University

Mentoring supports a personal development relationship where a more experienced or knowledgeable person guides or supports a less experienced or knowledgeable person. Group mentoring presents opportunities to address some of the shortcomings of one-to-one mentoring structures. Many-to-many group mentoring differs from traditional one-to-one models yet it provides unique benefits and challenges. Positive youth development, a strengths-based view of developmental potential where resources are cultivated as assets to be retained throughout development, can support young people's journey to adulthood. Mentoring has potential to facilitate youth development but consequences for development of youth assets in a school-based, group mentoring setting commonly used by community development agencies are unknown. Operationalized positive youth development provides a structural approach to appraise mentoring experiences. To determine youth mentors' perceptions of the impact of a school-based, many-to-many group mentoring engagement on urban Australian secondary students' developmental assets. Benefits of mentoring models and types, age- and culture-matching of mentors-mentees, and the role of relationships are discussed. Face-to-face interviews hermeneutically inform an idiographic qualitative study epistemologically informed by IPA. Interviews with mentors and other program stakeholders of an existing

school-based mentoring program contribute data alongside observational notes. It is anticipated that mentors will perceive contextual, structural and interpersonal impacts on mentees' development as viewed through a positive youth development framework. It is expected that findings will be useful for engaging youth in positive development programs, to contribute to the body of knowledge about general youth development and provide additional evidence to support alternative models of mentoring in the community. Key words: mentoring, group mentoring, positive youth development, young people, developmental assets.

Exploring Hepatitis C Treatment Access Among People Who Inject Drugs Monika Roerig, Wilfrid Laurier University; Ketan Shankardass, Wilfrid Laurier University

Hepatitis C (HCV) remains a global issue as it affects 2-3% of the world's population. Despite Canada's medical advances and universal health care, there are 25,0000 Canadians are living with chronic hepatitis C. Approximately 60% of all hepatitis C cases in Canada are among people who inject drugs (PWID), making these individuals the primary target for public health prevention efforts operating under a harm reduction framework. While harm reduction efforts have proven effectiveness in reducing the incidence of hepatitis C, HIV, and preventing overdose, there still remains a large proportion of individuals unknowingly living with the virus and require treatment. Consequently, the disease continues to transmit among this population, perpetuating stigma, various inequities, and ethical debates regarding treatment access. Various barriers impeding one's access to testing and treatment have been explored in social environments and healthcare settings; however, there lacks a localized understanding of these interactions within the Canadian context and related topics are under-studied within the field of community psychology. Through semi-structured interviews (n=16) the following thesis aims to: (a) investigate the experiences of accessing HCV testing and treatment from the perspective of both PWID and physicians; (b) identify ways that the patient-physician relationship hinders and facilitates access to HCV testing and treatment for PWID; and (c) critically discuss how harm reduction strategies and other community interventions can improve access to HCV testing and treatment for PWID. Working in partnership with the Peel HIV/AIDS Network and Sanguen Health Centre allows for a comparative analysis between the Peel Region and Waterloo Region, revealing unique results attributable to each socio-cultural environment and similar results attributable to the macro-system in which each region is embedded. The research process, study findings, and process of dissemination enhances community voice and opportunities for multi-stakeholder collaboration to strengthen the prevention efforts of hepatitis C and strive for health equity.

059. Social Justice and Well-being in Hidden Communities around the World: Conceptual and Methodological Issues
SCRA
Symposium
2:30 to 3:45 pm
Social Sciences Building: FSS 4004

Since its inception, community psychology (CP) has always focused on intervention research with explicit attention to and respect for diversity among peoples and settings (www.scra27.org). Understanding cultural contexts has also been noted as important in promoting well-being. Both diversity and context, as CP's key principles, ought to guide our work with every segment of our globalizing world. Our target communities often involve individuals and groups categorized by external characteristics (e.g., skin and

eye color, gender, religion, language, clothes). However, there exist hidden or forgotten minority communities (HMCs) referring to groups or individuals intentionally or unintentionally set aside or ignored in society mainly due to historical-cultural and media representations, and/or interpersonal distance in homes, schools, neighborhoods, and/or workplaces. HMCs exist everywhere around the world, who are often perceived as exotic and unfamiliar. For migrant communities several models of well-being (e.g., acculturation, person-environment fit) have been proposed in cross-cultural psychology, immigrant and ethnic minority psychology. However, there are only a few models that empirically conceptualize contexts including HMCs and its surrounding contexts. This symposium will dwell on several ecological models in accounting for the well-being of HMCs around the world including a liberating community psychology approach with an eye toward future interventions. First, several theoretical models will be briefly reviewed in the session. Second, research on three different HMCs in Spain and Japan (health inequities among the Roma people in Spain, Korean adolescents and parents living in Japan, the Japanese women affected by the natural disaster) will be discussed. Finally, an integrative discussion and commentaries will be shared with the audience with an eye toward developing community-based interventions.

Participants:

Overcoming Health Inequities of Roma Silent Ranks from a Social Justice Perspective Manuel Garcia-ramirez, Universidad de Sevilla

This contribution presents an initiative to overcome health inequities suffered by the Roma silent ranks from a social justice perspective. The Roma conform the main ethnic minority in Spain. Living in the same neighbourhood, the Roma have a life expectancy about 15 years lower than their non-Roma neighbours. Roma health inequities are the result of a vicious cycle between poor health, poor living conditions, low socio-economic status, social rejection and discriminatory policies and practices. All this has led the Roma to develop a fatalistic vision, internalizing their oppression and feeding their marginalization. Concurrently, entities, policymakers, and providers in Spain have engendered cynic and dehumanizing attitudes against this group, making them invisible and seeing Roma health inequities as irreversible, intrinsic ethnic problems. As result, the cycle of segregation and persecution against the Roma is further maintained and justified. To overcome this situation, we propose the effort of multiple stakeholders in the development of transformative Roma health policy changes. This entails to actively engage the Roma in policy formulation, implementation and assessment; to allocate power, responsibilities and resources; and to arise a shared understanding on Roma health inequities. Finally, lessons learned will be drawn to dismantle institutional discrimination against the Roma through (a) building collaborative capacity among multiple stakeholders; (b) promoting transformational Roma leadership; (c) adopting intersectional and intersectoral approaches; and (d) ensuring transparent monitoring and political accountability. The role of community psychologists in this process will be highlighted.

Contextualizing Well-Being among Korean adolescents and parents living in Japan: History, Social Justice, and Oppression Toshiaki Sasao, International Christian University; Naoki Hatta, International Christian University

Amid rapidly changing contexts for adolescents and their families around the world, understanding and promoting psychological well-being among immigrant and refugee communities has become critically important. However, in a cultural context where the majority of the population appear visibly homogeneous, the needs and concerns of certain minority communities (hidden minority communities) tend to be forgotten or hidden in daily routines. The focus of this presentation is on the Korean residents in Japan, having lived in several generations, but historically "hidden," or "forgotten or ignored" due to physical and cultural similarities in highly political contexts. The purpose of this presentation is threefold: (a) to present findings from a school-wide survey o well-being among Korean adolescents in an ethnic school (n=460) and their parents (n=139); (b) to test the limits of extant well-being models (liberating community psychology perspective and a life-resource model): and (c) to suggest intervention approaches to enhance the well-being of Korean minority adolescents, while incorporating contextual factors into a new "life resource model." The findings clearly show potential pathways to well-being among Korean minority adolescents, but the focus of contemporary interventions for improving well-being among minority adolescents must be contextualized because their psychological well-being appears influenced not only by "static" cultural factors, but "dynamic" multi-layered cultural factors in different socio-cultural contexts.

Promoting well-being of women affected by disasters through PhotoVoice Mieko Yoshihama

Despite well-documented vulnerabilities of women as a group in Japan (ranking 111th of the 144 countries on the Global Gender Gap Report (World Economic Forum, 2016), the experience and needs of women in disaster remain invisible in both research and social policies and programs. This paper presents the process of and findings from the PhotoVoice Project, an ongoing participatory action research with women affected by the 2011 triple disasters of earthquake, tsunami, and nuclear accidents in northern Japan. In collaboration with local women□s organizations, the PhotoVoice Project engages the very women affected by the disasters in the analyses of their own conditions and advocacy efforts. Acts of taking photographs, sharing their experiences, thoughts and emotions, and receiving feedback in a small group also has also served as a collective space for grieving the loss and rebuilding their lives. Since June 2011, over 50 disaster-affected women in eight localities have been participating in small group meetings. At the meeting, trained facilitators encourage participants to reflect on and examine their experiences and associated emotions using the photographs that they have taken. Beyond individuals□ experiences of trauma, losses, and dislocation, participants have examined how their experiences are influenced by various community, sociocultural, and structural forces. Increasingly, participants have become interested in speaking out, educate and influence the general public and policy makers. In addition to promoting participants□ reflection, wellbeing, and mutual support, PhotoVoice method promotes collective critical analysis of community and societal conditions and the formulation of strategies to improving them - the processes of politicalization and conscientization/conscientização (Freire, 1970).

Presenters:

Mieko Yoshihama

Manuel Garcia-ramirez, Universidad de Sevilla

Toshiaki Sasao, International Christian University

Naoki Hatta, International Christian University

Session Organizer:

Toshiaki Sasao, International Christian University

Moderators:

Manuel Garcia-ramirez, Universidad de Sevilla

Toshiaki Sasao, International Christian University

Discussant:

Yolanda Suarez-balcazar, University of Illinois at Chicago

060. Critical Health Perspectives in Community Psychology: Shifting from health and well-being to liberation
SCRA
«The Innovative Other»
2:30 to 3:45 pm
Social Sciences Building: FSS 4006

As a sub discipline of psychology that is concerned with social change, community psychologists are often engaged in work that aims to improve the health and wellbeing of individuals and communities, with attention paid to context and forces of power and oppression. In doing so, we must be mindful of falling into the traps of healthism, whereby "the preoccupation with personal health [becomes] the primary focus for the definition and achievement of well-being" (Crawford, 1980, p. 369). Using an intersectional feminist perspective and drawing on examples from fat studies and food justice work, the facilitators will discuss the complexities of health and wellbeing, asking participants to reflect on what contributes to our current understandings of these concepts in this particular historical moment. In this interactive session, attendees will get to explore how healthism is reproduced in CP contexts (academically and socially), reflect on personal connections to the topic, consider how to challenge healthism in their everyday work and brainstorm strategies for pursuing systemic change. The content will be divided into three modules, each paired with a participatory component. This format will allow for time for personal reflection, facilitated breakout groups, and collaborative brainstorming that considers how the information shared in this session can be taken up in a variety of contexts. The goals of this session are to, (1) interrogate the ways the healthism manifests in community psychology settings (2) offer insight into strategies for challenging healthism in our everyday praxis, and (3) consider how we can reconceptualize well-being in a way that does not centre problematic definitions of health.

Presenters:
Lauren Munro, Wilfrid Laurier University
Katie Cook, Laurier University
Allison Eady, Wilfrid Laurier University
Session Organizer:
Allison Eady, Wilfrid Laurier University

061. Collaborating for Equity and Justice: Moving Beyond Collective Impact
SCRA
Roundtable Discussion
2:30 to 3:45 pm
Social Sciences Building: FSS 4012

Collective Impact (CI) swept into fashion in the US as a new collaborative approach to community wide problems with a six- page paper in Stanford Social Innovation Review (2012) that referenced none of the research or experience on coalition building that preceded it. In the US, major foundations, federal and state governments soon were requiring a Collective Impact approach of their applicants. CI is finally being challenged for its lack of focus on equity and social justice, and lack of grounding in what is known to work in community systems change initiatives. Following publication of Wolff's "10 Places Where Collective Impact Gets It Wrong" (Global Journal of Community Psychology Practice and Non Profit Quarterly (NPQ 2016) a unique multidisciplinary group (community psychology, public health, social work, foundations, political science) developed Collaborating for Equity and Justice: Moving Beyond Collective Impact. (NPQ December 2016) We need to ensure that future efforts intentionally shift power imbalances and leave the power in the hands of community residents with the necessary supports. Six Principles 1. Explicitly address Issues of Social and Economic Injustice and Structural Racism 2. Employ a community development approach in which residents have equal power in determining the coalition or collaborative's agenda and resource allocation 3. Employ community organizing as an intentional strategy and as part of the process. Work to build resident leadership and power 4. Focus on policy, systems and structural change. 5. Build on the extensive community-engaged scholarship and research over the last four decades that shows what works, acknowledges its complexity and evaluates it appropriately 6. Build core functions for the collaborative based on equity and justice that provide basic facilitating structure and build member ownership and leadership The roundtable will discuss with the audience each principle and how to influence the funders.

Session Organizer:
Thomas Wolff, Tom Wolff & Associates
Moderator:
Thomas Wolff, Tom Wolff & Associates
Discussants:
Brian Christens, University of Wisconsin-Madison
Vincent Francisco, University of Kansas
Kien Lee, Community Science
David Chavis, Community Science
Bill Berkowitz, University of Massachusetts-Lowell

062. Psychosocial interventions after disasters: support or accompaniment
SCRA
Workshop
2:30 to 3:45 pm
Social Sciences Building: FSS 4014

Disasters constitute one of the most important social problems worldwide, due to the fact that that its implications go beyond material and emotional resources of communities. Disasters frequently have sequels that make more difficult the reconstruction. This workshop seeks to establish strategies that will expand the reflection on how to promote local resources and community networks starting from the concept of community mental health, integrating actions of promotion, prevention, care and recovery for vulnerable people after disaster situations. Frequently, there are temporal delimitations for the 'interventions', in the idea or before, during and after the disaster. However, in the practice there is not a precise temporary line but there are variables related to the socio-political and cultural context, which implies to think about the developing of tools, and participatory instruments and measurement of impacts. Lessons learned from the field level are also a challenge that need to be included in our work. The objective of this workshop is to recognize that the impact of the disasters will affect different areas of the life of communities so in that sense different areas and levels of organizations need to be involve in the reconstruction in order to contribute to the idea of «building back better». The methodology of the workshop will integrate the presentation of theoretical content to review how we are working in the midst of disasters, it will include practical practical on how to redirect our own proposals for community work. It will include experiential and participatory exercises.

Presenters:
Miryam Rivera-holguin, Pontificia Universidad Catolica del Peru
Tesania Velazquez, Direccion Academica de Responsabilidad Social

Session Organizer:
Elba Custodio, Pontificia Universidad Catolica del Perỉ¼

063. Development of Racial Justice Values for the Classroom
SCRA
Roundtable Discussion
2:30 to 3:45 pm
Social Sciences Building: FSS 5028

In response to conflict around racial issues in communities and on campuses nationwide, as well is in our own classrooms, beginning in the Fall of 2015 two voluntary student groups, one for students-of-color (SOC) and the other for those white students who were willing to be Racial Justice Allies (RJA), began meeting monthly, each with one faculty mentor, in the Community Psychology, Liberation Psychology and Ecopsychology specialization (CLE) at Pacifica Graduate Institute. For the students-of-color, finding a space to discuss perceptions of race and coloniality at Pacifica, and their own struggles to deal with it successfully, created a haven for open strategizing. Meanwhile, the basic question put forward for the Allies Groups was whether white students could recognize when their classmates were feeling assaulted by Eurocentric or racist ideas, and could then work out how to be supportive and stand up for the values they shared. The Racial Justice Allies group allowed them to develop new sensitivities while discussing the fear of making mistakes, as well as their feelings of disruption and discomfort at the questioning of normalized assumptions and the inherited need to appear proper and good. Students-of-color discussed strategies for navigating racialized course content, somatic responses to micro-aggressions and emotional reactions to discussions about racism, as well as resistance. The SOC and RJA groups met during each month of the Fall and Winter terms (2015-2016), and through a collaborative and participatory process, came up with the set of values and goals that will be presented as part of the roundtable. We invite discussion about the process of developing the values and goals and are interested to hear about how people in other institutions and organizations navigate these similar concerns. *Keywords: racial justice; pedagogy; racial allies; decoloniality; micro-aggressions; students-of-color; racism

Session Organizers:
susan james, Pacifica Graduate Institute
Jonathan Horton, Pacifica Graduate Institute
Helene Lorenz, Pacifica Graduate Institutetitute
Moderators:
susan james, Pacifica Graduate Institute
Jonathan Rudow, Pacifica Graduate Institute
Discussants:
Samantha Lynne Gupta, Pacifica Graduate Institute
Krista Arias, University of British Columbia, Okanagan
Kamee Abrahamian, Pacifica Graduate Institute
Jonathan Horton, Pacifica Graduate Institute
Helene Lorenz, Pacifica Graduate Institutetitute
Aaqilah Islam, Pacifica Graduate Institute

064. Systemic and Community Level Challenges in Implementing Evidenced Based Programs for Justice Involved Individuals
SCRA
Roundtable Discussion
2:30 to 3:45 pm
Social Sciences Building: FSS 6004

With the growing number of the young incarcerated individuals with substance use and mental health disorders, an emphasis of providing Evidenced Based Programming (EBP) is crucial to eliminate health disparities. There has been a movement to provide these effective interventions, however, the generally short stay of detainees in a correctional environment often makes implementation difficult. Therefore, it is important to implement EBP with individuals once they are released and provide comprehensive treatment services that they need to remain in the community. Evidenced based interventions that address the multiple problems faced upon release are essential for successful re-entry into the community after incarceration. Substance abuse, trauma and mental health treatment are needed for successful reentry as well as basic practical life skills. This roundtable will discuss an integrated model of treatment for formally incarcerated individuals which utilizes empowerment and various focused EBP upon release into the community We will describe the development of the integrated model of treatment; briefly outline the focus of each selected EBP, and how they are formally integrated to create a comprehensive treatment model by developing an integrated Health and Social Services Network (HSSN). This group will demonstrate the effectiveness of multiple stakeholders within the public health system working together to implement a model transition process for the formerly incarcerated. The goals of the program are to improve coordination among the criminal justice, public health, social service and private sectors to address health care access for the re-entry population; reduce health disparities experienced by this population; increase access to needed public health, behavioral health, and social services; and reduce recidivism. We will present how the multiple problem areas incarcerated young people can have can be effectively addressed by using specific EBP to complement and reinforce the effective components of the treatment. Finally, the barriers to providing integrated model and implementing evidenced based curriculums with this population as they transfer back to the community will be discussed with suggestions how attendees can use this model in their own communities.

Session Organizers:
Linda Lesondak, Northwestern University
Samantha Wrona, Northwestern University
Moderator:
Doreen Salina, Northwestern University
Discussants:
Linda Lesondak, Northwestern University
Doreen Salina, Northwestern University
Samantha Wrona, Northwestern University

065. Voices: Building Trust Through Engaging Community A Case Study of a Police Training Program
SCRA
«The Innovative Other»
2:30 to 3:45 pm
Social Sciences Building: FSS 6032

This session will discuss innovative approaches that a California law enforcement agency has used to more effectively communicate with and heal relationships with distinct vulnerable communities as a means to overcome longtime mistrust by creatively engaging communities. The Voices training program brings new police officer academy graduates and the general public together to engage in structured dialogue through academic presentation, critical thinking exercises, and role play scenario, in a safe and non-crisis environment. The purpose of the Voices program is to

conduct a meaningful exchange of ideas between officers and community members regarding perception, implicit bias, cultural responsiveness, as well as the role and realities of police and community members in Santa Barbara. This participatory session will present the basic concepts of police-community relations as they apply to law enforcement in contemporary society followed by the evolving police role, and the need for positive police community relationships. Comments will be made about the obstacles to police community relations, such as implicit bias and lack of collaborative partnerships. Topics covered will include the use of implicit bias training, successes of the voices program, challenges and obstacles, and lessons learned. The session will end with a participatory discussion of how public, community based organizations, and the broader community might engage in the process of developing Community Oriented Policing. Session presenters will include Sergeant Shawn Hill of the Santa Barbara Police Department, Lizzie Rodriguez, Community Psychologist and Community Mediator, as well as testimony from participants of the Voices program.

Presenter:
Lizzie Rodriguez, Pacifica Graduate Institute
Session Organizers:
Lizzie Rodriguez, Pacifica Graduate Institute
Shawn Hill, Santa Barbara Police Department

066. Housing Insecure Children and Young Adults in the Context of Major U.S. Institutions
SCRA
Symposium
2:30 to 3:45 pm
Montpetit Hall (MNT): MNT 203

From its earliest days, the field of community psychology has been committed to the well-being of vulnerable communities. For at least as long, its practitioners have articulated the powerful influence wielded over those communities by public and private institutions. No group at any time or in any place has embodied vulnerability to institutional operations more than children and young adults. The following studies examine the experiences and outcomes of children and young adults in three U.S. institutional settings: the child welfare system, the emergency shelter system, and the university system. The first study evaluates the impact of the U.S. Family Unification Program (FUP) on child out-of-home placement. Using a longitudinal randomized controlled design, the authors examine formal foster care placements and informal child placements with family and friends among families assigned to typical case management or case management supported by FUP. The second study uses administrative records to examine dual involvement with emergency shelters and U.S. Child Protective Services (CPS) among 258 families in Alameda County, California. Findings lend modest support to institutional explanations of racial disproportionalities in CPS involvement, especially for reporters outside of the CPS system. The third study illustrates the use of community-based system dynamics to understand system-level interventions for family homelessness. It tests the extent to which inadequate housing impacts how children move through the child welfare system by modeling and simulating the impact of inadequate housing on rates of investigations, reinvestigations, and reunification. The fourth study examines the overlooked experiences of college students experiencing homelessness. It utilizes the Needs Assessment Questionnaire to compare perceived needs reported by undergraduates experiencing homelessness, precarious housing, or stable housing at an urban research university. Together these four studies apply classic and innovative methods toward the transformation of institutions responsible for the well-being of children and young adults.

Participants:
Homelessness and child welfare: A longitudinal randomized controlled trial testing the Family Unification Program on formal and informal out-of-home placements Patrick Fowler, Washington University in St. Louis; Michael Schoeny, Rush University; Derek Brown, Washington University in St. Louis; Saras Chung, Washington University in St. Louis

Objectives: The Family Unification Program – a U.S. Office of Housing and Urban Development initiative – offers permanent housing for homeless families under investigation for child abuse and neglect. The program assumes families will remain together by providing access to affordable and safer housing. Although administrated in over 250 child welfare systems across the country, little rigorous evidence tests the program impact on child out-of-home placement. Methods: A longitudinal sibling-clustered randomized controlled trial referred 178 intact homeless families in child welfare evenly to two conditions: 1) Family Unification Program (FUP) plus housing case management or 2) housing case management alone. Child welfare administrative records assessed formal out-of-home placements into foster care up to 4 years after random assignment, while surveys with a representative sample of caregivers (n = 150) over a 2.5-year follow-up monitored informal placements of children with family and friends. Intent-to-treat analyses examined whether random assignment to FUP plus housing case management decreased the probabilities of formal and informal out-of-home placements over time through multilevel longitudinal logistic regressions that nested time within children and within families. Results: Random assignment to FUP plus housing case management significantly increased the probabilities of formal and informal placements into foster care among homeless intact families involved in child welfare. However, no treatment differences existed on changes in proportion of time separated from families. Conclusions: Housing children with FUP versus case management alone elevated odds for separation over time but placements were shorter in time. Findings illustrate the vulnerability of homeless families involved in the child welfare system and emphasize the need for continued services to promote well-being of children.

Intersections of family homelessness, CPS involvement, and race in Alameda County, California Jason Rodriguez

The homelessness and child protective services (CPS) systems are closely linked. This study examines the patterns and sequence of families' involvement with homeless shelters and CPS, as well as whether involvement in each system predicts involvement in the other using linked administrative records for 258 families recruited in emergency shelters in Alameda County, California. More than half of families were reported to CPS at some point, but less than one-fifth ever had a report substantiated. Reports that were uninvestigated or unfounded increased in the months leading up to shelter entry and spiked immediately afterward, but substantiations and child removals increased only later. Shelter use before study entry was associated with CPS referrals and investigations after study entry, although not with substantiated cases or child removals. However, CPS involvement before study entry was not associated with returns to shelter after study entry. These results imply that an unsubstantiated report of neglect or abuse may serve as an early warning signal for homelessness and that preventive strategies aiming to affect both homeless and child protective systems should focus on reducing homelessness. CPS workers should evaluate families' housing needs and attempt to link families to

appropriate resources. Black families were disproportionately referred to CPS after shelter entry after controlling for other family characteristics, but race was not associated with substantiations of neglect or abuse or with child removals. Findings lend modest support to human decision-making and institutional explanations of racial disproportionalities in CPS involvement, especially for reporters outside of the CPS system.

> Family homelessness in child welfare: Community-based system dynamics Katherine Marcal, Washington University in St. Louis; Patrick Fowler, Washington University in St. Louis

Housing problems place significant strain on the child welfare system. Up to one in six children in intact families under child welfare investigation experience inadequate housing that threatens out-of-home placement, and housing needs persist over time. Current housing services for vulnerable families are limited and have questionable effectiveness. Furthermore, more children are entering than exiting foster care, creating a bottleneck effect that strains the system. This proposal aims to illustrate the use of community-based system dynamics to understand system-level interventions for family homelessness. A system dynamics model tests the extent to which inadequate housing impacts how children move through the child welfare system by modeling and simulating the impact of inadequate housing on rates of investigations, reinvestigations, and reunification. The model is based on a national sample of families to simulate actual system functioning, and experiments with interventions and parameters test system performance under different contexts of housing problems. Web-based interfaces allow users to interact with the model by testing real-time interventions. Findings illustrate how housing problems increase risk for child welfare investigation and placement into foster care, and delay reunification. Failure to intervene in inadequate housing creates a feedback mechanism that contributes to reinvestigations, further burdening the system. System outcomes indicate the need for housing interventions to mitigate family risk and reduce foster care placement.

> Assessing service needs among college undergraduates experiencing homelessness, precarious housing, or stable housing Corissa Carlson, Wayne State University; Paul Toro, Wayne State University

Homelessness has only recently been recognized as an important problem among college students, and virtually no research has been conducted on this subgroup. The current project compared the perceived needs reported by homeless college undergraduates (n=25) to the perceived needs of undergraduates reporting precarious housing (but not homeless; n=25), to yet others reporting stable housing (n=57). The three groups were from an urban research university and were matched on age, race, and gender. Perceived needs were assessed using the Needs Assessment Questionnaire (NAQ). Participants were asked how important various services were and how easily they could gain access to these services. Items were rated on a 5-point Likert scale ranging from "Not Important" to "Extremely Important". For this study two additional items were added: Academic services from the student's university and general services from the student's university. Statistically significant (p<.05) group differences were found on the importance of the following needs: finding affordable permanent housing, job placement, job training, getting public benefits, getting free meals, short-term shelter, and individual counseling. Participants were also asked how easy it would be to obtain the listed services. Significant group differences emerged on all of the above measures in addition to transitional housing, parent training, family counseling, drug/alcohol treatment, case management, and mental health treatment. The

differences all suggested that homeless and/or precariously housed undergraduates rated the various areas of need as more important and/or as being more difficult to access. It is important to note that the groups did not differ with respect to the items about academic services and general services provided by the student's university. Implications and future directions will be discussed, including the need for further research among undergraduates with unstable housing to most effectively address their many needs.

> Session Organizers:
>> Zach Glendening, University of Dayton
>> Zach Glendening, Vanderbilt University
> Moderator:
>> Zach Glendening, Vanderbilt University
> Discussant:
>> Christian Connell, Yale University

067. "Let us Put Our Minds Together and See What Life We Can Make for Our Children"
SCRA
«The Innovative Other»
2:30 to 3:45 pm
Vanier Hall: VNR 3035
Abstract: SCRA recently signed a Rapid Response in solidarity with Tribal Nations opposing the Dakota Access Pipeline at Standing Rock. This session is intended to begin dialogue about what we can do to serve the needs of indigenous communities in the current social-political context. Here are words from one of the community: …we could see and hear just above the action…the DAPL lights are bright, very bright. My daughter told me they are so bright that you can barely see the person standing next to you. All the front liners talked about the surreal feeling of knowing what is on the other side of those lights: riot police, with weapons, looking at you, not being able to see them. In camp, there were at least two crop dusters overhead, no lights; the usual airplane with its lights on, and the usual helicopter. Those two fly over day and night, constantly. Baby was sleeping in the tent, and mom was standing with a woman in tears, song, and prayer…. each of the frontliners has their own story of what happened that night. Each one is craziness in itself. Much has been told by others, and by reliable, and unreliable news sources.

> Presenters:
>> Kristen Diana Gleason, DePaul University
>> Tiffeny Jimenez, National-Louis University
>> Serdar M. Degirmencioglu, American University in Cairo
>> Dawn Harris, Vanderbilt University
>> LaShawn Littrice, National Louis University
> Session Organizer:
>> Melodi Wynne, University of Hawaii at Manoa

068. Welcome
SCRA
Other
4:30 to 5:00 pm
Shaw Centre: Shaw Centre

069. Opening Plenary: Natan Obed
SCRA
Plenary Session
5:00 to 6:00 pm
Shaw Centre: Shaw Centre

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070. Reception
    SCRA
    Other
6:00 to 8:30 pm
Shaw Centre: Shaw Centre

071. Student Social Event
    SCRA
    Business Meeting
7:30 to 9:30 pm
Laurier Social House [244 Laurier Ave E, Ottawa, ON K1N 6P4]: Laurier Social House

THURSDAY, JUNE, 22

072. Breakfast
    SCRA
    Other
8:00 to 8:30 am
Shaw Centre: Shaw Centre

073. Second Plenary: Danielle Martin
    SCRA
    Plenary Session
8:30 to 9:30 am
Shaw Centre: Shaw Centre

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074. Presidential Address & The Seymour B. Sarason Award
    SCRA
    Other
10:00 to 11:30 am
Shaw Centre: Shaw Centre
Presidential Address Susan D. McMahon, PhD. Title: Schools as Vehicles to Assess Experiences, Improve Outcomes, and Effect Social Change Seymour B. Sarason Award for Community Research and Action M. Brinton Lykes, PhD. Title: Nothing about Us without Us: Integrating LGBT Youth Voices into HIV Prevention Interventions

075. Organizational Studies Interest Group Meeting
    SCRA
    Other
12:00 to 1:15 pm
Social Sciences Building: FSS 1005
Contact: Neil Boyd and Kimberly Bess

076. Public Policy Committee Meeting
    SCRA
    Other
12:00 to 1:15 pm
Social Sciences Building: FSS 14001
Contact: Daniel Cooper

077. Committee on Women Meeting
    SCRA
    Other
12:00 to 1:15 pm

Social Sciences Building: FSS 4004
Contact: Eylin Palamaro Munsell

078. Self Help and Mutual Support Interest Group Meeting
    SCRA
    Other
12:00 to 1:15 pm
Social Sciences Building: FSS 4006
Alicia Luckstead and Greg Townley

079. Environment and Justice Interest Group Meeting
    SCRA
    Other
12:00 to 1:15 pm
Social Sciences Building: FSS 4012
Contact: Allison Eady and Lena Bain

080. SCRA SoundBooth 2: On-site RadioActive interviews to build CP visibility (drop in)
    SCRA
    Business Meeting
12:00 to 1:15 pm
Social Sciences Building: FSS 5028
    Session Organizer:
        Natalie Kivell, University of Miami

081. Lunch & Mentoring (Thursday)
    SCRA
    Other
12:00 to 1:15 pm
Social Sciences Building: First Floor Main Lobby (FSS 1000)

082. Civic Engagement and Participatory Activities within Organizations
    SCRA
    Symposium
1:15 to 2:30 pm
Social Sciences Building: FSS 1005
Organizations and coalitions are play an important role in enhancing the health and well-bring of communities and their members. For example, self-help organizations provide needed social support for members to thrive and feel empowered, community organizing groups enhance the collective capacity for residents to address issues of community concern, and coalitions provide organizational networks that enable communities to solve problems. Organizations often serve as empowerment settings for residents to engage individually and collectively in their community by enabling members to build relationships with one another. Four papers in this symposium serve to understand the processes by which organizations and coalitions promote citizenship behavior; act as empowering settings, both socio-culturally and relationally; and engage in outward activities to improve community conditions.
    Participants:
        Engagement and Disengagement in Mutual-Help Addiction Recovery Housing: A Test of Affective Events Theory Christopher R Beasley, Washington College; Leonard Jason, DePaul University
This study tested an affective events theory (AET) model in the Oxford House network of recovery homes. Residents' congruence with their home (P-E fit) was hypothesized to directly influence behavior that supported the house and other residents-citizenship behavior. We further hypothesized P-E fit would be related to member intentions to leave, with attitudes toward

the home mediating that relationship. To assess this, we administered a cross-sectional national survey to 296 residents of 83 randomly selected Oxford Houses. Although the AET model demonstrated good fit with the data, an alternative model fit better. This alternative model suggested an additional indirect relationship between P-E fit and citizenship mediated by attitudes. Results suggested affective experiences such as feeling like one fits with a community may influence engagement and disengagement. There appears to be a direct influence of fit on citizenship behavior and an indirect influence of fit through recovery home attitudes on both citizenship and intentions to leave the home. We conclude affective experiences could be important for community engagement and disengagement but AET may need to integrate cognitive dissonance theory.

> Community organizing to enhance walkability/mobility safety: An attempt at addressing disparities Yolanda Suarez-balcazar, University of Illinois at Chicago

To address the alarming obesity epidemic in the United States, the CDC and other entities have promoted the importance of walking. All people, especially Latinos with disabilities who are at a high risk of becoming obese, benefit from neighborhoods that promote activity and independence. By definition, "walkability" refers to an area's suitability for walking in order for people to do the activities they desire. Walking is one of the most basic forms of physical activity among children and adults and in many neighborhoods in urban cities is one way to participate in the community. Yet, people with disabilities experience many environmental and attitudinal barriers to participate in the community. Grounded in the ecological model, a project was undertaken to address health disparities among Latinos with disabilities and their families in which a community coalition was developed to offer health promotion programming to this population. To address an important community concerns identified by program participants—walkability and traffic safety—a community-wide campaign was organized and implemented with the community. Data recorded by the team provided evidence of walkability/mobility safety issues that are likely to discourage walking and participating in the community, which was used to design and implement a walkability campaign. This presentation will discuss community participation and organizing in addressing an environmental issue such as walkability/mobility safety and the impact of the community walkability campaign. Researchers collected information from 25 intersections and blocks in a predominantly Latino neighborhood in Chicago. Data was also collected from community resident about walkability safety. Data was used to engage the community in a walkability safety campaign. Implications for engaging various community stakeholders (residents, community agencies, Alderman's office and the police department) in this effort will be discussed.

> Confronting Paradox: Empowerment in a Latino immigrant organization Ana Genkova, University of Illinois at Chicago

Despite decades of research, theory, and practice, no one has been able to pin down what empowerment means. Rather, the vast amount of work on the topic has illuminated contradiction inherent its philosophy and practice. However, we know little about how people grapple with these contradictions in the context of community organizations designed to act as empowerment settings. This study explores how members of a grassroots Latino immigrant organization conceptualize and work through tensions of empowerment. Given the political history of Latinos in the U.S., grassroots organizing and women-led activism have historically empowered communities by interconnecting cultural practices, sociopolitical issues, and psychological wellbeing. However, much of the empowerment literature discusses these issues separately. Using case study methodology, this research follows the development of a cooperative business initiative as an independent entity within an organization that values interdependence and collectivist culture. Data will come from interviews, direct observations, and documents. The case will be used to illustrate socio-cultural conceptualizations of empowerment and its implications for setting-level processes.

> Relational labor among organizers: Implications for the measurement of empowerment Erin Rose Ellison, University of California-Santa Cruz

Relationships are central to empowerment processes and contexts, and are required to build the sociopolitical power needed to make change (Christens, 2012; Maton, 2008). The work of relationship-building, maintenance and, in times of conflict, repair is considered relational labor. Within diverse groups, relational labor includes engaging with the critical challenges of difference, and disrupting the reproduction of inequitable social structures (e.g., racism, sexism, classism, ableism). This paper examines the distribution of resources (i.e., access to social, emotional and instrumental support) and burdens (i.e., providing relational labor) involved in navigating and resolving the reproduction of oppression, as well as organizational operations broadly, within a labor union setting. Participants are 30 organizers of an academic workers' union (teaching assistants and graduate student instructors) within California's public university system. Using social network analysis (SNA), complimented by qualitative interview data, I examine the degree to which the organizing setting can be considered empowering. According to Neal (2014) an empowering setting is one in which actors have relationships that facilitate the exchange of resources, and the distribution of network power (i.e., power over resources and/or ability to connect others to resources) among individuals in the setting is roughly equitable. In this analysis, the distribution of burdens is similarly calculated, thereby connecting the understanding of empowering settings more closely with social justice (i.e., the equitable allocation of resources and burdens in society). This research has implications for the way empowerment is examined and measured within the fields of community psychology and network methods.

> Session Organizer:
> Charles Collins, University of Washington-Bothell Campus
> Discussant:
> Charles Collins, University of Washington-Bothell Campus

083. Conducting Qualitative Research in Community Psychology: The Story behind the Stories
SCRA
Symposium
1:15 to 2:30 pm
Social Sciences Building: FSS 1006

Community psychologists have increasingly recognized the merits of qualitative research approaches to understand social systems and promote social change. With an emphasis on detailed descriptions of people and settings, qualitative methods can amplify the voices of people who have been marginalized by society and critique and transform privileged groups. Yet, the maze of conceptual and methodological choices inherent in conducting qualitative research in community psychology is not deeply discussed. If qualitative research is to meaningfully inform and shape our discipline, we would do well to discuss the process of qualitative inquiry as well as the findings of our research. The present symposium brings together two sets of researchers involved with very different types of qualitative studies to examine the process of conducting qualitative

research in community psychology. One qualitative study in the symposium involves interviews with state workers and community members about their implementation of social policy that regulates the practices of batterer intervention programs across the United States. The other qualitative study consists of first-person accounts of young adults who experienced the death of a close friend to inform our understanding of coping with loss in the digital age. Symposium members use a conceptual framework for conducting qualitative research articulated by Stein and Mankowski (2004) to compare and contrast these two research projects. In this framework, the process of conducting qualitative research is viewed in "four acts" consisting of the Acts of Asking, Witnessing, Interpreting and Knowing. Each research act involves a set of choices, activities, and tensions that are shaped by multiple sources. Symposium members take turns applying elements in each of the acts to their projects to promote a candid discussion of the process of doing qualitative research in community psychology.

Participants:

Asking, Witnessing, Interpreting, Knowing: A Conceptual Overview
Eric Mankowski, Portland State University; Catherine Stein, Bowling Green State University

This presentation provides a brief conceptual overview of the process of conducting qualitative research in community psychology proposed by Stein and Mankowski (2004) that frames the symposium. We discuss the basic elements of this "four act" process designed to guide researchers' understanding and activities as they apply qualitative methods to fundamental questions in community psychology. In the Act of Asking, researchers identify and enlist the people who will be the focus of qualitative inquiry. This act invites researchers to reflect on setting factors, personal history, and research assumptions and goals that have motivated them to select qualitative methods. A second act in the process of conducting qualitative research is the Act of Witnessing. Here researchers engage with research participants as "passionate listeners" who are affected and responsible for what is heard. At the heart of the research process is the Act of Interpreting, which involves making sense of the collective experience of participants by transforming "participant stories" into "research stories" based on the experiences and knowledge of researchers. Fundamental tensions arise as researchers recognize their interpretative authority in working with qualitative material. Interpreting becomes a critical point of departure in the experience of researcher and participant. Creating publicly accessible representations of knowledge as a result of the research inquiry is examined in the Act of Knowing. Dilemmas arise as researchers define and claim "knowledge" and confront issues of "scholarship" in the dissemination of the results of their inquiry. This brief conceptual overview provides a launching point for symposium members to discuss their experiences conducting research using this four act framework.

Young Adults Accounts of Death of a Close Friend: Continuing Bonds and Digital Remembrance Catherine Stein, Bowling Green State University; Jessica Hartl Majcher, Bowling Green State University; Catherine E Petrowski, Bowling Green State University; Sabrina Gonzales, Bowling Green State University; Gina M Mattei, Bowling Green State University; Maren Froemming, Bowling Green State University; Erin B Dulek, Bowling Green State University; Matthew Francis Benoit, Bowling Green State University

Empirical studies confirm the essential role that friendships play in young adults' personal identity, physical health, and psychological well-being. Yet, relatively little is known about how young adults cope with the death of a close friend. Unlike bereavement of a family member, there is often little social recognition that an individual experiencing the death of a friend has the right to grieve or seek support. However, social media now offers adults new ways to mourn the death of relatives and friends. Researchers are only beginning to examine the inclusion of new societal rituals for understanding and coping with death in the digital age. To contribute to this emerging literature, our qualitative study focused on first-person accounts of 20 young adults who had experienced the death of a close friend. We were particularly interested in understanding if these young adults experienced a continuing relationship with their deceased friend and what traditional and digital forms of remembrance young adults used in coping with loss. Using the "four act" structure of the symposium, we discuss the values, choices, regrets, and rewards that we experienced in conducting our research. Our goal is to contribute to a balanced and realistic dialogue about the process of conducting qualitative research in community psychology.   In the Act of Asking, we explore individual and research setting factors that impacted decisions for our inquiry. We then describe our experiences working with participants as they shared compelling personal accounts and we reflect on how witnessing our participants impacted the research process. In the Act of Interpreting, the multiple choices and challenges we faced in learning to interpret the voices of our participants are discussed.   We share our activities and plans to disseminate the findings of our research in the Act of Knowing.

Asking, Witnessing, Interpreting, and Knowing: Contours of Male Intimate Partner Violence Intervention Program Policy Implementation in the U.S. Eric Mankowski, Portland State University; Rachel Smith, Portland State University; Kate Sackett, Portland State University; Sylvia Kidder, Portland State University; Jason Zengo Kyler-Yano, Portland State University

We discuss our engagement with the four acts of qualitative research (Stein & Mankowski, 2004) as we conducted a national interview study of policy implementation in the area of intimate partner violence (IPV). We interviewed 46 individuals who administer state regulations of IPV intervention practices across the United States. The study's purpose was to describe and understand how legislative and other regulatory standards that govern the practices of IPV intervention programs are implemented in jurisdictions across the United States. Many community partners asked us how to assess intervention programs' compliance with regulatory standards and if protocols exist for this work. In asking about states' implementation of policies, we experienced significant challenges identifying and contacting the person(s) responsible for administrative implementation of program standards in each state. Witnessing accounts of administrative workers' experiences made us aware of the challenging position some workers find themselves in, often with little support and guidance for how to do their official job. We negotiated participant uncertainty, built trust, offered reciprocity by sharing information, and potential risks and implications of findings from these interviews. We have begun interpreting how the process of intervening on IPV within the criminal justice system reflects some of the same coercive forces characteristic of IPV perpetration behaviors. Participants' descriptions and experience of implementing policy are bound by rules and procedures that may be arbitrary and coercive, which reflects paradoxically the control that abusive persons use in an intimate relationship. Community partners' eagerness to learn the findings of our study as they attempt to implement policy led us to present our initial findings sometimes before we felt fully ready to do so, without a complete sense of knowing. To address this urgency and tension, we are exploring novel dissemination methods such as an interactive website to share how

states implement their policies.

Session Organizer:

Catherine Stein, Bowling Green State University

Moderators:

Catherine Stein, Bowling Green State University

Eric Mankowski, Portland State University

084. Understanding and Reducing Inequality in Settings and Spaces: Implications for Youth and Community Wellbeing
SCRA
Symposium
1:15 to 2:30 pm
Social Sciences Building: FSS 1007

A hallmark of transformative community research involves examining and studying sustainable change processes that can disrupt unequal dynamics and distributions of power (Prilleltensky, 2003). The study of settings and social processes that impact individuals, but exist outside of individuals, is thus imperative to a transformative research agenda. Increasingly, settings of residential care – such as those in the child welfare and juvenile justice systems – have been developed and maintained as a response to the needs of disenfranchised youth. These settings, and the youth who inhabit them, are connected with broader patterns of resource distribution across neighborhoods, which are themselves a critical area of inquiry for youth development. Despite this, little empirical evidence examines the setting-level characteristics and social process that impact youth and community wellbeing in these settings and spaces (Tseng & Seidman, 2007). This symposium incorporates four papers that use innovative methods to critically conceptualize and examine setting-level characteristics and processes in youth's residential care and neighborhood settings. Paper 1 presents a new conceptual model of setting-level characteristics and social processes in residential care settings and demonstrates how these might be operationalized using observational, survey and administrative data in a case study collaboration. Paper 2 uses ethnographic methods to delve deeply into the social processes in juvenile justice detention facilities, describing the extent to which they promote rehabilitative aims. Paper 3 examines the juvenile court setting, focusing on the ways in which paternalistic perspectives of juvenile court practitioners shape girls' trajectories in the juvenile justice system. Finally, paper 4 uses real-time GPS and administrative data to assess how youths utilize and experience their neighborhood spaces, and determine whether these spaces are geographically bounded or dynamically-created by youth. Together, this symposium aims to demonstrate how novel conceptualizations and operationalizations of youth-occupied settings and spaces can disrupt inequality and influence youth outcomes.

Participants:

Conceptualizing and Measuring Setting-Level Characteristics and Processes of Residential Facilities for System-Involved Youth Corianna Sichel; Esther Burson, new york university; Shabnam Javdani, New York University; erin godfrey, new york university

A substantive body of theory and research across the social sciences demonstrates the importance of setting-level factors (physical features, resources, policies and procedures, staff attitudes and social processes) on youth development (e.g. Bronfenbrenner & Morris, 2006; Eccles & Gootman, 2002). The child welfare system, encompassing foster care and juvenile justice, is a particularly important setting for youth living in urban poverty. These settings have high power and control over youth who enter them, and

influence high stakes outcomes, including criminalization. Understanding variation in the characteristics and processes of these settings, and best practices for measurement, is thus key to facilitating the rehabilitative promise of these settings. Grounded in settings research and theory, we leverage Tseng and Seidman's (2007) systems framework to develop and present a model linking settings-level characteristics (physical features, resources, policies and procedures, staff attitudes, and social processes) with youth's proximal outcomes (well-being) and distal outcomes (recidivism, academic and occupational attainment) in child welfare settings. We then describe our current collaboration with the New York City Administration for Children and Families to undertake this work and use this collaboration as a case study to demonstrate how the conceptual model can be operationalized using observational, survey and archival methods. We close by discussing the implications of our conceptual model for collaborative work with community-based institutions and for shifting the unit of analysis in the child welfare system from individual youth to the characteristics and processes of settings.

Examining Correctional Staff Members' Engagement in Rehabilitative Practices in Short-term Juvenile Detention Angela Walden, University of Illinois at Chicago; Nicole Allen, University of Illinois at Urbana-Champaign

Research on rehabilitation efforts targeting juvenile justice-involved youth is often focused on particular interventions or treatment modalities. However, the focus on implementing programs is only one component of rehabilitation practice. This study contributes to a growing body of literature documenting rehabilitative practices in the context of service providers' daily routine. Using an ethnographic case study approach, this study explored juvenile detention correctional staff members' incorporation of rehabilitative practices into their daily routine and interactions with youth. This study articulated three primary forms of rehabilitative practices in the context of staff members' everyday activities: a) promotion of youths' emotional safety and well-being, b) provision of rights-based information and explanations, and c) encouraging youths' success in and beyond detention. These practices were observed across three critical contexts: a) staff-led group activities, b) routine contact between individual youth and staff (e.g., formal procedures, informal conversations), and c) staff-only spaces.

Paternalism in the Justice System's Response to Court-Involved Girls Valerie Anderson, University of Cincinnati

Historically, juvenile courts have acted in paternalistic ways towards girls who come into contact with the system. This study examines in-depth qualitative interview data with juvenile court practitioners (n = 39) in which they were asked about their experiences working with girls. Interview data were triangulated with observation data of decision-making meetings (n = 12) related to placement and programming decisions as well as case file reviews with probation officers (n = 24). This allowed for an examination of convergence across what practitioners thought about court-involved girls in their interviews, how probation officers documented girls' needs and court trajectories through their case files, and how these perspectives were enacted in the decision-making process through the observation data. Findings revealed that juvenile court practitioners described girls' court involvement in the context of risky behaviors and relationships. Girls were often detained or incarcerated because they posed a safety threat to themselves (e.g., running away, self-injury, risky sexual behavior). This was described in contrast to boys, who were detained or incarcerated for posing safety threats to others (e.g., gang involvement, access to firearms). These paternalistic court responses have the potential to keep girls on probation

or incarcerate them for their own protection, but can inadvertently lead to girls' longer and deeper involvement with the court. Understanding these perspectives and responses is critical to disrupting gender-based pathways into the justice system.

What makes a neighborhood? Examining the ways that urban youth interact with residential space Amanda Roy, University of Illinois at Chicago

Research on neighborhoods is limited by the common practice of using predetermined geographic boundaries (e.g. census tracts) to operationalize neighborhoods. This approach ignores the fact that individuals may vary in how they conceptualize and navigate their residential space. In an effort to address this limitation, this research uses GPS coordinates collected from a sample of Chicago youth to explore the ways that youth interact with residential space. A sample of 50 youth (ages 14-16) carried GPS-enabled cell phones for a one-week period between the months of June through August. Youth were recruited into the study based on their residence in six of Chicago's most disadvantaged neighborhoods. Study phones were programmed to collect GPS coordinates every minute and collected data continuously during the week-long data collection period. The GPS data are now in the process of being cleaned and mapped using GIS software. Next steps will be to overlay GPS data with youths' residential addresses, census tract boundaries, and land use zoning data. With this information the following questions will be considered: (1) How far do youth travel in a one-week period? Do these distances vary by day of the week or time of day (e.g. morning, afternoon, evening)? (2) Where do youth spend their time? What percentage of youths' GPS coordinates fall within a quarter-mile of youths' residential addresses? Of those coordinates that do not, what percentage fall within areas zoned as residential, business, or parks and open space? 3) Do youths' use of residential space correspond with census tract boundaries? What percentage of youths' GPS coordinates fall within their census tracts' boundaries? This information will provide a nuanced understanding of how youth utilize their residential space and provide insight into the degree to which geographic boundaries, such as census tracts, accurately capture youths' experiences of neighborhood.

Session Organizer:
Shabnam Javdani, New York University

085. Mattering and Diversity in Educational Settings: Struggles, Strengths, and Solutions
SCRA
Symposium
1:15 to 2:30 pm
Social Sciences Building: FSS 1030
Mattering refers to the phenomenological experience of feeling valued and adding value. There are three sources to the experience of feeling valued: self, relationships, and community. These three entities are also recipients of the value we want to add to life. In other words, we derive value from, and add value to, self, relationships, and community. Mattering is related to wellness and fairness. We derive wellness from self, relationships and community, and we add value by contributing to wellness in self, relationships and community. The same can be said for fairness. We feel valued by experiencing fairness in self, relationships, and community, and we add value by promoting fairness in these three pillars of mattering. Diversity, like mattering, is about feeling valued and about having opportunities to add value to self, relationships, and community. The result of discrimination, conscious and unconscious, is the prevention of mattering.

Due to social, educational, psychological, political, economic, cultural and environmental barriers, minorities feel excluded, creating suffering for the group, and missed opportunities for communities to build on the rich experience of varied groups. Educational institutions are unique settings where mattering and diversity can be nurtured or inhibited by threats of feeling ignored or helpless. Presenters in this panel will discuss data and experiences related to the promotion of mattering, diversity, well-being, and justice in a variety of educational settings. The goal of the session is to explore struggles, strengths, and solutions in the promotion of well-being for particular populations, some of which have experienced marginalization over time. The papers will deal with (a) the educational experience of refugee youth, (b) the sex education needs of high school students, (c) the promotion of an inclusive campus culture for students, and (d) the creation of a culture transformation project for an entire university.

Participants:

Sex Education Needs of High School Students in Miami, FL Ashmeet Oberoi, University of Illinois at Chicago

As of March 1, 2016, every state provides some form of sex education (sex ed) that is medically or technically accurate as reviewed by the Department of Health1. Preempted by a report from the CDC, more than 47% of high school students report that they have had at least one sexual encounter, however the use of protection in the form of condoms and birth control was reported at a meager 60% and 23%2. In Florida, the most recent bill requiring public schools to offer education on human sexuality and sexually transmitted infection prevention has failed, requiring continued research into effective sex ed curriculums3. This presentation will discuss findings of a Youth Participatory Action Research (YPAR) project done in collaboration with The Miami Worker Center to research and propose a more comprehensive sex education curriculum that is inclusive of and addresses the needs of high school students from various gender, racial and ethnic identifications and ability status in the Miami-Dade area. Specifically, findings will examine two questions: a) What is the state of sex education in the Miami-Dade County Public Schools (M-DCPS) and b) What topics students want to learn about in a more comprehensive sex education? References: 1 State Policies on Sex Education in Schools. Retrieved September 08, 2016, from http://www.ncsl.org/research/health/state-policies-on-sex-education-in-schools.aspx 2 Let's Get It On, Oakland Youth's New Vision for Sex Ed. Retrieved September 08, 2016, from https://forwardtogether.org 3 Sex Education Survey in Miami-Dade County Reveals Need for Curriculum Standards: South, East and North Florida. (2014). Retrieved September 08, 2016, from https://www.plannedparenthood.org/planned-parenthood-south-east-north-florida/newsroom/press-releases/sex-education-survey-in-miami-dade-county-reveals-need-for-curriculum-standards1

Educational Experience of "Late Entering" Refugee Students Dina Birman, University of Miami; Ignacio Barrenchea, University of Miami; Miryam Haarlammert, University of Miami; Dorothy Addae, University of Illinois at Chicago

Refugee students comprise a large and growing population of English Language Learners (ELLs) in U.S. schools, and "late entering students" (i.e., those who arrive in the U.S. at high school age) are identified as having particular needs and at risk for dropping out of school. Late entering students need additional services in order to simultaneously learn the English language and catch up with curriculum content. The accountability pressures in today's educational climate have led many public high schools to discourage late entering refugee teens from enrolling because they are

seen as contributing to lower test scores and higher dropout rates. Instead these youth are steered to GED programs, depriving them of opportunities to attend regular school. This presentation will describe a study of late entering youth in Miami, Florida enrolled in special daytime GED programs designed specifically for these students. Findings shed light on ways that such programs facilitate well-being and promote a sense of belonging for these students.

Creating a culture of mattering at an institution of higher education: The role of power in feeling valued and adding value Isaac Prilleltensky, University of Miami

At a time when institutions of higher education are struggling to create more inclusive environments for students, faculty, and staff, it is valuable to explore in-depth the experiences of one university to build a culture of belonging. This case study describes efforts to create a culture of mattering, belonging, and diversity at the University of Miami. The presentation will consist of four sections: (a) Social and historical background, (b) program development, (c) evaluation, and (d) analysis and critique from the point of view of community psychology. The first part will provide relevant social and historical context. A confluence of organizational forces led to the creation of a university-wide culture leadership team that oversees the development and evaluation of programs designed to nurture a culture of belonging. The second part describes a variety of programs that were developed to achieve a better culture. Central to this effort were the creation of a common purpose, a set of values and behaviors, service standards, and leadership expectations. These were developed through a participatory process involving hundreds of faculty and staff. Once these cultural pillars were developed, educational sessions were provided to thousands of employees to help them with implementation in their various units. Concurrently, task forces were created to address the unique needs of Black students and LGBTQ students. This resulted in the creation of a standing committee on diversity and inclusion. In addition, the university commissioned a white paper on belonging for students, and established an office for a vice provost for institutional culture. The third part of the presentation will focus on assessments of unique programs and university-wide culture. The last portion will analyze the role of power in promoting and inhibiting a culture of mattering in a higher education context.

Diversity, Equity and Inclusion in Higher Education: Advancing an Agenda for Mattering in College Laura Kohn-wood, University of Miami; Ivann Anderson, University of Miami

What happens when college students awaken to injustice and decide to advance an agenda of inclusion in the space most proximal to them? How can an institution respond to the various needs of diverse populations of students in one campus community? Given the field of Community Psychology's conceptualization of multiple dimensions of diversity that span differences including but also beyond race, ethnicity and culture, what are the processes associated with creating a sense of community among those who have felt marginalized in higher education? These questions will be explored as they relate to the process of creating a mechanism to ensure diverse voices are represented and responded to by a campus administration already accustomed to the challenges of educating a diverse student body. Specifically, the ongoing development of a campus 'Standing Committee on Diversity, Equity and Inclusion' which arose as a function of student activism will be discussed, including the selective challenges of serving a campus community that is uniquely diverse, yet grappling with the need to create a culture of belonging such that all campus constituents feel a sense of mattering. As the faculty and student co-Chairs of a committee

that arose from the demands of Black students at the University of Miami yet encompasses nine different proposed working groups, the priorities related to Black students, LGBTQ students, international students, veterans, students with disabilities, and issues related to intersectionality, religious diversity, and socioeconomic status, we will highlight the process of creating an unprecedented structure for inclusive campus social change.

Session Organizer:
Isaac Prilleltensky, University of Miami
Moderator:
Isaac Prilleltensky, University of Miami
Discussant:
Ed Trickett, University of Miami

086. SCRA SoundBooth 3: On-site RadioActive interviews to build CP visibility (drop in)
SCRA
Business Meeting
1:15 to 2:30 pm
Social Sciences Building: FSS 14001
Session Organizer:
Natalie Kivell, University of Miami

087. Can Community Life Be Transformed? And How Might We Help Transform It?
SCRA
Town Hall Meeting
1:15 to 2:30 pm
Social Sciences Building: FSS 2005

We propose a Town Hall session to address the Biennial theme of Transformative Community Action, with the goal of having a longer-term impact on community psychology. Our proposed session title is "Can Community Life Be Transformed? And How Might We Help Transform It?" We believe community life can promote equity and inclusiveness, with an unwavering commitment to social justice. We also believe that community psychologists – more than many others – are well positioned to lead in this transformation. Yet despite its many accomplishments, community psychology still has little impact on community life. Our field is often invisible to community leaders and the general public. In local politics, planning, and policy, our voice is too often missing. It is time to meet these and other challenges head-on. As community psychologists, we do know how to help create culturally pluralistic, responsive – and transformative – communities. We can help too in maintaining and sustaining them. Let us put our knowledge to work. This Town Hall is designed to face the challenges of transformation and to generate ideas for a community life that is vibrant and supportive, equitable and just. Discussion will focus on three key questions: * What would transformed community life be like in everyday reality, especially for those now at the margins? * Is such transformation possible? * What action steps are needed to move in these directions? Our discussion format will actively encourage audience participation, but will be structured and moderated to ensure effective use of time. We will end by summarizing desired implementation strategies, roles, and actions, to help ensure broad applicability and future steps forward. In proposing this session, a primary intent is to maximize the likelihood of lasting impact after the Biennial. To do so, we will take extensive preparatory and follow-up actions, described in the next section.

Session Organizer:
Bill Berkowitz, University of Massachusetts-Lowell

088. It's about relationships: Decolonization, arts-based research, and solidarity building between Black and Indigenous communities
SCRA
Workshop
1:15 to 2:30 pm
Social Sciences Building: FSS 4004
Background: I will present a reflective paper I've written that explores my engagement with different qualitative, arts-based approaches for inciting solidarity building between African diasporic and Indigenous young people for HIV prevention within the Canadian context. Herein, I reflect on how – as part of the African diaspora - I reconciled my personal history, worldviews, theoretical and community commitments with my methodological approaches. I will unpack: a) where I started – my personal process; b) the methods employed in this project and the criticisms thereof; c) the reasons I chose to engage digital storytelling and collaborative mural making as tools for research and knowledge exchange between communities; d) the benefits and challenges afforded by these methods; e) their decolonizing potential; f) important lessons learned from my process and outstanding questions for further interrogation. Objective: I share these reflections, as well as the collaborative art work produced from the arts-based process I engaged in, to make visible the ways in which our methodological choices matter as they impact research possibilities and their transformative potential. These reflections will also be used as a launch pad for audience members in the session to engage in a reflective exercise that will encourage them to reflect on: a) the community-based or participatory action processes they are a part of in their own contexts; b) visual and arts-based methodologies; and c) the meaning of commonly used, but poorly understood terms such as community engagement, allyship, solidarity and decolonization.
    Session Organizer:
        Ciann Wilson, Wilfrid Laurier University

089. Capturing Complex Collaborative Impact: Tools for Designing Multi-Level Evaluations for Action
SCRA
Workshop
1:15 to 2:30 pm
Social Sciences Building: FSS 4006
Community psychology holds the dual values of collaboration and evidence-based action, which is both a great challenge and strength of the field. In practice, these values are often in tension with one another due to the complexity of work grounded in real (and diverse) communities, across multiple levels of the social ecology. This is especially true within the context of evaluation, where practitioners are challenged with capturing process and outcomes embedded in dynamic systems in a way that is simultaneously rigorous, theory-driven, transparent and accessible to a variety of community stakeholders. We need evaluation models and tools that capture this complexity and give proximal feedback on the impact of our interventions so that we can assure that the work we do together is effective, efficient, and above all generating positive community change. In this interactive workshop, audience members will be given an inside look into the work of the North Jersey Health Collaborative (NJHC), an independent, self-governed 501(c)(3) organization comprised of over 140 partner organizations working together to improve the health of the communities across our region. Following a regional health needs assessment, we have been working to address five identified health priorities across five counties (with notable overlap across counties) via issue-based workgroups for each

priority. When taken together, the NJHC is simultaneously implementing over 60 distinct interventions. In the workshop, we will focus on the complexities of evaluating and monitoring the many moving parts inherent in this work and share how we were able to "give the evaluation away" to increase our capacity for evaluation at this scale. We will also engage attendees in a replicable role-playing scenario to highlight the tools and processes that we have used to manage and track both the processes and outcomes of our collaboration at the local, county, and regional levels.
    Presenters:
        Ashley Elizabeth Anglin, Atlantic Health System
        Sharon Johnson-hakim, Atlantic Health System
        Chris Kirk, Atlantic Health System
    Session Organizer:
        Ashley Elizabeth Anglin, Atlantic Health System

090. Poster Session 1: Thursday 1:15 to 2:30
SCRA
Poster Session
1:15 to 2:30 pm
Social Sciences Building: FSS 4007
    Participants:
        A Process Evaluation of an Educational Program for Peacebuilding/Conflict Prevention among Southeast Asian Nations Mitsuru Ikeda, Nanzan University; Aya Fukuda, Tokyo University of Foreign Studies; Toru Miyaghi, Tokyo University of Foreign Studies
In this study is discussed a process evaluation of the "Global Campus Program (GCP)", an educational program for peacebuilding/conflict prevention. Connecting the universities in six Asian countries such as Cambodia, India, Pakistan, and Japan using internet-based video conferencing system, this program provides the students opportunities to be trained to expertise on topics related to peace and conflict, violence, development, and other areas of international affairs. So far, the GCP has shown some positive psychological outcomes (e.g., improvement of cross-cultural awareness, diversification of the perspectives for conflict resolution; see Ikeda et al., 2015), as well as the knowledge and skill acquisition. As the next step of the program evaluation, this study focused on the process of the program with special attention to the students' perception of program quality and suggestive comments for program improvement. The students were asked to respond the short course reflection survey after each program session, including the questions about the review of what was taught in the session, degrees of understanding in the materials, etc., as well as overall quality of the session. Although the students were asked to rate the quality in 5-point Likert scale (1-5), none of them rated less than "3", i.e., most of the students positively perceived the session's quality. The students were also asked to write the suggestions for the program to be improved. Their comments were classified into the following five categories: "content", "technical issues", "session organization", "students", and "instructors". Using the correspondence analysis, the association of the students' perception of quality and the categories of their suggestions for improvement were examined. The results indicated that those students who positively rated the course quality were likely to provide content-related comments, whereas who negatively rated the course tended to mention technical/technological falsely. That is, the students were satisfied with the course contents at this time, but the improvement in instructional delivery system would be desired for further enhancement of the students' learning.
        After-School Programming and Positive Youth Development: Findings

and Insight from an Outcome Evaluation Allana Zuckerman, Georgia State University

While there is evidence of academic and socio-behavioral benefits for youth who participate in after school programming (Afterschool Alliance, 2015; Springer & Diffily, 2012), we know less about the impact of specific structured programming on youth development. The current study includes findings from an outcome evaluation of a book club program implemented across several Boys and Girls Clubs of Metro Atlanta (BGCMA) club sites. Evaluation goals focused on the following youth outcomes: academic (e.g., engagement in learning), socio-emotional (e.g., social competence) and overall club experience (e.g., enjoyment and engagement). Youth's participation in the book club was hypothesized to positively impact all youth outcomes. Data was collected twice a year from fall 2014 and spring 2015 from a random sample of youth who frequently attended 18 BGCMA clubs as part of a larger BGCMA evaluation initiative. The sample for the current study consists of 327 youth from 6 to 16 years old (M=9.81, SD=1.41). Youth primarily self-identified as African American (n=267) followed by Hispanic (n=29), Bi/Multi-racial (n=19) and White (n=12). Seventy-seven percent of youth identified as female. The majority of youth attended the club 3 or more times per week (n=261). Youth participated in an average of 5 book club sessions (M=5.47, SD=4.43). Bivariate correlations revealed club attendance was positively related to overall club experience (r=.17, p<.01) and social competence (r=.14, p<.05) in fall 2014 but not in spring 2015. Age was positively correlated with overall club experience in fall 2014 (r=.16, p<.01) but negatively related in spring 2015 (r=-.16, p<.01). Analyses from paired-sample t-tests revealed overall club experience was lower in the spring of 2015 (M=3.05, SD=.74) than in the fall of 2014 [M=3.28, SD=.64, t(175)=4.01, p<.001]. Our hypotheses were not supported. Implications, insight from the evaluation process and potential next steps towards further examining youth programming will be discussed.

Assessing the Disparate Impact of New Green Spaces on Diverse Urban Communities Amber Kraft, University of Illinois at Chicago

Like other varieties of urban green space, urban trails have the potential to promote an increase in physical activity and other positive health behaviors in the surrounding community. However, not all community members are equally impacted by such changes. Evaluation of Chicago's three mile rails-to-trails project, the "606" Bloomingdale Trail, within two months of its opening in the Summer of 2015 and one year later, indicate disparate impacts on white and Latino residents of surrounding neighborhoods. Systematic observation of trail users revealed an underrepresentation of Latino users on the trail compared to the surrounding neighborhood. Survey results indicate restricted use in White neighborhoods by Latino trail users, despite equal trail user by White residents of trail segments in predominately white and predominately Latino neighborhoods. Despite these restrictions, Latino trail users may experience greater health benefits associated with the trail opening; Latino users were more likely to report health motivations for using the trail, and an increase in physical activity since beginning to use the trail. While many perceptions of the trail were stable over time, concerns related to rising housing costs and displacement of residents differed by both race and neighborhood. This study calls attention to potential disparate impacts of health interventions through the built environment and has significant implications for urban planning and local policies for health promotion.

Attitudes Toward the Police: A Comparison of Juvenile Offenders and Their Parent/Guardian Mercedes Barbara Pratt, Bowling Green State University; Carolyn Tompsett, Bowling Green State University

Negative attitudes toward the police impact personal and community level outcomes (Gau & Brunson, 2010; Hartinger-Saunders et al., 2011; Hinds, 2009; Weitzer & Brunson, 2009). As might be expected given racial disparities in criminal justice, African Americans consistently express less positive attitudes toward the police compared to Caucasians (Burns Institute, 2011, 2013; Weitzer & Tusch, 2002; Wu et al., 2015). The present study examines the attitudes toward the police of African American incarcerated adolescents in comparison to those of their parent/guardian. Specifically, it is hypothesized that the police attitudes of adolescents will be positively associated with their primary guardian's attitudes. The current study uses data from an evaluation of programs for youth re-entering the community from juvenile detention in an urban county in the Midwest. Participants include adolescents aged 12-19 and their primary guardian (N = 50 dyads). Measures include the Attitudes Toward Police scale and the Parent Child Relationship Questionnaire (Stattin and Kerr, 2000; Taylor et al., 2001). Preliminary analyses with 29 adolescents and 20 parent/guardians reveal that adolescents and their parents have similar neutral views of the police (r = .47, p = .051), however adolescents reported slightly more negative views of the police (M = 2.48, SD= .750) compared to their parent/guardian (M= 3.24, SD= .925). Additional analyses will explore other variables associated with attitudes towards the police, and how parent-child relationship quality moderates the association between parent and child attitudes. The overall goal of the present study is to inform future research on the importance of a positive police-civilian relationship, at the individual, family, and community level.

Breaking Down Barriers to Community-Based Research: The Community-Engaged Scholars Program Andrew Hostetler, University of Massachusetts-Lowell; Robin Toof; Melissa Wall

The proposed poster session will document and present preliminary evaluation data on a faculty development initiative to promote community-engaged scholarship. With marginalized groups in the United States and around the world feeling even more vulnerable in the wake of the U.S. presidential election, the need for community-based and action-oriented research is greater than ever. But despite the growing popularity of service-learning opportunities and other forms of community engagement on North American college campuses, relatively few faculty members involved in such efforts have made explicit connections between this work and their scholarship. Many barriers stand in the way of making such connections, including concerns that community-engaged scholarship will not "count" toward tenure and promotion and uncertainty about how to make engagement work relevant to specific disciplines. Accordingly, The Center for Community Research & Engagement at the University of Massachusetts Lowell created the Community-Engaged Scholars program. This program, which welcomed its first cohort of Scholars in Fall 2016, provides small grants to support community-based research and creative work and offers other resources and support throughout the course of a year-long program. Scholars meet monthly for mutual support and assistance, and to learn more about specific topics relevant to the transformation of service-learning or community-based projects into funded and/or published research or creative products. Scholars produce two deliverables at the end of the program: a draft of an article manuscript or grant proposal (or other creative work) and a collaboratively-produced, "how to" guide for doing community-engaged scholarship, which will benefit other faculty members and the institution as a whole. This poster session will report on each element of the program, concluding with some preliminary, qualitative evaluation data from an assessment focus group.

Building Campus-Community Partnerships in Civic Engagement: Perspectives from Undergraduates Kayla Taylor, The College of New Jersey; He Chung, The College of New Jersey; Cristal Reyes, The College of New Jersey

This session focuses on undergraduates' views of civic engagement, specifically the role of students in community-campus partnerships. Audiences can expect to hear about undergraduates' personal experiences, as well as research supporting the importance of students taking active roles in the partnership. Students play a vital role in the process because they interact with community partners directly through civic engagement activities. Although faculty members typically initiate relationships with community partners, the partnerships require careful attention from faculty AND students to develop and thrive. For the relationship to be successful, students must strive to be equal collaborators in the process. Previous research has focused on the impacts of service-learning on student development, but no research has examined the impact that students have on community-campus partnerships (Yorio & Ye, 2012). The purpose of this session is to discuss best practices to help undergraduate students become collaborators in developing successful campus-community relationships. First, we review relevant literature about how faculty can encourage students to be equal collaborators (e.g., research on leadership and empowerment, experiential learning, motivation). We also discuss challenges that arise in service-learning that can impact campus-community partnerships Stoecker & Tryon, 2009). In addition to presenting a research summary, we present first-hand perspectives from undergraduates (e.g., first author) who have been engaged in various civic engagement activities (service-learning, community-based research). Audiences of this poster can expect to be engaged through their personal experiences. The authors will encourage audience participation through reflection on their own experiences about the topic. Sample questions: How does your university support equal collaboration with students? If it doesn't, what challenges do you face in service-learning courses? Based on your experiences, do students want to be be equal collaborators in campus-community partnerships? Do community partners want this? How are students prepared for service-learning experiences before they work with community members?

Bystander Interventions for Disrupting Microaggressions in the Academy Meg Bond, University of Massachusetts-Lowell; Michelle Haynes-Baratz, University of Massachusetts Lowell; Tugba Metinyurt, University of Massachusetts Lowell

Despite increasing numbers, women faculty are still underrepresented in academic Science, Technology, Engineering, and Math (STEM) fields, predominantly at higher ranks and in leadership. Recent research suggests that among many factors, microaggressions as a particular expression of subtle biases, have a powerful, cumulative negative impact on access to advancement. Microaggressions are brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative slights and insults towards members of traditionally underrepresented groups. A team of researchers from the Center for Women and Work (CWW) at UMass Lowell recently received an NSF ADVANCE Institutional transformation grant. The goal of the ADVANCE-IT grant is to create an academic environment that supports STEM women to achieve to their highest potential by disrupting interpersonal and institutional microaggressions that undercut their productivity and well-being. One intervention to mitigate such biases that can derail women's advancement is bystander training. This approach to training builds upon many community psychology principles and works toward the goal of mobilizing many members of the university community to work together to disrupt microaggressions. We maintain that disrupting microaggressions is most effective when organizational members take collective responsibility for actively addressing them. While many training programs on microaggressions are fairly top-down and expert driven, we take a more participative, data-informed approach. Towards this end, we are conducting semi-structured interviews of men and women to 1) identify examples of microaggressions that are anchored in the particulars of our institution, 2) identify setting-specific responses to microaggressions that have been/or could be effective in halting problematic issues and 3) understand under what circumstances bystanders in the academy are more or less likely to intervene. The proposed poster will summarize the interview results and outline our resulting approach to bystander training.

Childcare services as agents of innovation explored after the presentation of their practices through the lenses of CLASS. Paul Hayotte, Université du Québec à Montréal; Elizabeth Brunet, Université du Québec à Montréal; Liesette Brunson, Université du Québec à Montréal; Gilles Cantin, Université du Québec à Montréal

The Classroom assessment scoring system (CLASS) created by Pianta, LaParo, Hamre (2008) is a standardized scoring instrument to evaluate the quality of interactions between teacher and students in classroom ecological settings. This instrument is currently being used in a governmental pilot project in the province of Quebec (Canada) to explore the development of a new evaluation system of educational quality in 60 childcare services. The province of Quebec hosts three types of childcare services and this project undertakes the two types that are situated in independent installations (which require not to be based in a home). In this context, a French version of CLASS is being validated so the results are in the official regional language. Indeed, through this project, the CLASS results and an overall portrait of the service are delivered to each service manager. After two weeks, we gather the impressions of the 60 managers and approximately 10 teachers of how useful are the results to their practices through an individual interview and focus groups. We explore with them how they perceived the use of CLASS as an instrument and the results associated. We must wonder how can the uses of the results in relation with the perception of those interviewed; be put to acquire a common set of reference in educational practices in the perspective of creating innovation in the two types of services? The analysis is intertwine in a context where the sustainability of the services is a great concern for those working in it and seeks to address the potential ways of strengthening the network of childcare services in Quebec.

Ensuring Social Justice with Community Values and Children's Rights Rachel Ayla Caplan, Wilfrid Laurier University; Colleen Loomis, Wilfrid Laurier University; Aurelia Di Santo, Ryerson University

Social justice requires the realization of rights of all children. Integrating community-based values through a rights-based approach within early childhood education (ECE) curriculum frameworks provides opportunities to accelerate awareness and realize social justice. Using a rights-based approach, we explored how infusing community values within one ECE curriculum framework may help to guide educators in actualizing children's rights. A "rights-integrative approach to early learning" has been proposed as a foundation for curriculum frameworks (Di Santo & Kenneally, 2014). Building on this work, we conceptually examined the complementarity and compatibility of children's rights to autonomy, protection, non-discrimination, and participation, with community-based values of prevention

and promotion, empowerment, diversity, and civic engagement. On an individual level, protection rights are compatible with community-based values of prevention and promotion and autonomy rights are consistent with empowerment. A child's right to non-discrimination is compatible with the community-based value of diversity, and the right to participation with the community-based value of civic engagement. We argue that it is necessary to infuse a rights-based approach with community-based values in ECE curriculum frameworks to promote social justice for children as individuals and as a relational community – a community that remains marginalized from social, political, and economic processes that critically impact progress toward social justice. This relational children's community spans ability, gender, sex, culture, socioeconomic status, and other categorical boundaries that exist between them. Our proposed conceptual framework may be useful for evaluating early learning frameworks, provincially, nationally and internationally, from a rights-based social justice perspective. Presenters will provide a 2-3-minute summary and engage individuals by responding to questions and providing questions to stimulate discussion. Questions include: What other community-based values are compatible with individual child rights and how might they be integrated within our proposed model? What arguments challenge this model (e.g., debates around individual versus collective rights)?

> Exploring Collective Efficacy & Bystander Intervention Within a Rural Community Sample Andrew Rizzo, University of New Hampshire; Victoria Banyard, University of New Hampshire; Katie Edwards, University of New Hampshire

Intro: Most research on sexual and intimate partner violence to-date has focused on predictors of violence within metropolitan/urban communities despite evidence that rural communities experience similar if not elevated rates of violence. Additionally, few studies examine community-level factors within rural locales that may influence individuals' decision to intervene as a positive bystander to prevent or respond to violence. The current study examines individual and community-level correlates of collective efficacy, a relatively new community-level measure which reflects general social cohesion and residents' willingness to help other residents. Methods: Data for this project was collected as part of a larger, multi-year study of a community-level sexual violence and intimate partner violence prevention program within four rural communities in the Northeastern United States. The results presented here are from the baseline collection phase. Results: Several significant relationships emerged. Female residents were slightly more likely to report higher collective efficacy than male residents. Residents with higher yearly household income were more likely to report higher collective efficacy than residents with relatively middle or lower yearly household income. Older residents were more likely to report higher collective efficacy than younger residents. Residents in more densely populated rural communities reported higher collective efficacy than residents in less densely populated rural communities. Collective efficacy was also significantly positively correlated with perceived community actions and injunctive beliefs about bystander intervention to prevent violence. Collective efficacy was not significantly related to residents' race, ethnicity, relationship status within the past year, or time lived in the community. Discussion: These findings provide a basis for additional exploration of both the construct of collective efficacy and how community-level variables may impact rural communities' efforts to prevent sexual and intimate partner violence. Implications for further research and additional community-level factors to investigate are discussed.

> If you build it, will they come? Data-Use Behavior in an Out-of-School Time Program Network Kimberly Bess, Vanderbilt University; Charrise Phillips, Vanderbilt University; Adele Malpert, Vanderbilt University

Collective Impact has become a popular strategy to address failures within our educational system. In these efforts, out-of-school time (OST) programs play an important role, particularly as settings where at-risk students can receive critical academic support. However, OST providers typically operate with limited human and financial resources and lack the capacity to deliver quality programming. The Nashville After Zone Alliance (NAZA) exemplifies one effort to increase the quality and availability of OST programs for middle school students. Launched in 2010 as a partnership between the Mayor's Office and Metro Nashville Public Schools (MNPS), the NAZA network functions as an expanded learning system. Consistent with collective impact principles, NAZA encourages providers to use of data as a learning resource for improving program practice and addressing particular student needs. As part of its strategy, NAZA and MNPS have established a data-sharing system that allows NAZA providers limited access to MNPS data (e.g., attendance, grades, and behavioral information). Despite the increased push for data-driven decision making, access to new data sources often fails to result in increased data-use behavior (Carrilio; Collins-Camargo, C., Sullivan, D. & Murphy A. 2011; Cronley, 2011). The reasons for this are complex and still not well understood (Carrilio, 2007), particularly related to data-use behaviors of OST providers. Thus, this mixed-method research explores factors that facilitate or impede practitioner data-use behavior. This presentation examines 1) patterns of data-seeking, data-interpretation, and data-use behavior, 2) practitioners' data-related attitudes and beliefs, and 3) the role of setting conditions and relational resources. We offer a process model of data-use behavior to conceptualize our findings and will discuss implications for practice. Because school-community data-sharing agreements are rare, this research can begin to shed light on how cross-institutional data-sharing systems, such as NAZA, function to support efforts to improve youth outcomes.

> Mechanisms and Outcomes of Recovery in a Psychosocial Rehabilitation Program: Results from Progress Place Christina Mutschler, Ryerson University; Jen Rouse, Ryerson University; Kelly McShane, Ryerson University; Criss Habal-Brosek, Progress Place

Clubhouse International is an international non-profit organization that supports the creation of community-based clubhouses. Using a psychosocial rehabilitation approach, clubhouses provide individuals living with severe mental illness opportunities to successfully live and work in their communities through a variety of programs and services including vocational rehabilitation, employment opportunities, housing support, case management, social programs, supported education, advocacy and crisis response services (Clubhouse International, 2015). Research on clubhouses has indicated that individual factors such as skill development, employment, and increased social networks, are all important factors in recovery. Progress Place, an accredited clubhouse located in Toronto, Ontario, had not yet been evaluated in its efforts to provide a psychosocial rehabilitation approach to individuals with severe mental illness. Therefore, the purpose of the present study was to undertake a participatory evaluation in order to identify mechanisms of change and recovery outcomes that occur for clubhouse members. The evaluation included a two-phased mixed-methods approach that involved collaboration between evaluators and Progress Place. In the first phase, focus groups with staff, members, and board members, were conducted to uncover outcomes and mechanisms

that occur for members. In the second phase, semi-structured group interviews and questionnaires were used to gather confirmation and feedback on the mechanisms and outcomes that were found. The qualitative interviews indicated specific mechanisms (e.g., elevated sense of respect, autonomy, and purpose) and recovery outcomes (e.g., personhood, feeling at peace, acquiring skills) that occur for members as they utilize Progress Place. Participants reported that themes accurately represented their experience and felt understood by the evaluators. Further supporting the findings, responses from the survey data in phase two revealed high ratings of importance for each of the proposed themes. Notwithstanding, participants had some suggestions for the mechanisms and outcomes identified and these are reflected in the finalized results and discussion.

Mentoring and Social Justice Jamie Albright, University of Virginia; Noelle Hurd, University of Virginia; Saida Hussain, University of Virginia

Mentoring interventions are often designed with the intention of promoting improved outcomes among marginalized youth through the provision of novel opportunities and increased social capital. However, mentoring interventions hold the potential to reproduce rather than reduce inequality (Colley, 2003). Therefore, attention to issues of power, privilege, and difference in youth mentoring are warranted. We reviewed literature on youth mentoring with a focus on articles that have incorporated a social justice perspective in order to document trends and identify implications for practice. Our search yielded approximately 50 relevant empirical articles. The majority fell into at least one of the following categories: mentoring across difference, mentoring and social capital, mentoring and empowerment, and mentoring and critical consciousness. Literature suggests that mentor-mentee identity match status has implications for youth outcomes: for example, some identity-matched mentors can expand youths notions of future possible selves. However, well-trained mentors may have the potential to support positive identity regardless of match status. Research indicates that if mentors adopt a strengths-based perspective of youth, the relationship can be a source of empowerment. Mentors may also partner with youth to seek critical consciousness through social activism. Finally, mentors may provide otherwise inaccessible social capital or connect youth with preexisting social resources, but this may be contingent upon the quality of the relationship. Based upon our review, we will discuss recommendations for approaches to recruitment, screening, and training. In addition, we will describe promising alternatives to formal mentoring (e.g., youth-initiated mentoring) which may align more closely with tenets of social justice. Mentors have the potential to empower youth, seek critical consciousness alongside protégés, and foster social capital within and outside youths communities. Therefore, we argue that incorporating a social justice framework into mentoring is necessary to reach the traditional goals of mentoring interventions as well as support social change efforts.

Mexican Americans: Breaking Through the Black-White Research Paradigm Leslie N Martinez, University of the Incarnate Word

The dramatic demographic shifts in the U.S. have influenced social and personal relationships across multiple domains, such as in the work place and educational settings to social and health contexts. As the social and political climates shift with increases in diversity, so does the content, strength, and power of stereotypes for various minority groups (Martinez, 2010). Within the last two decades, the Hispanic population has gained the status as the fastest growing minority group (Kohout et al., 2014). To address the increasingly aggressive prejudice and discrimination against

members of this group, the theoretical framework of cognitive bias literature must expand beyond Black-White paradigms.   A measure of anti-Mexican American attitudes was developed and tested for its utility in predicting biased attributions for Mexican Americans. The Anti-Mexican American Attitude Scale (AMAAS) was a reflection of cultural stereotypes and attitudes about Mexican Americans. The relationship amongst the AMAAS with anti-Black and anti-immigrant scales supported hypotheses that it was indicative of cognitive bias. The psychometric properties and validation of the scale were investigated through study 1 (n=384) and study 2 (n=520). The principal components analysis extracted six factors (study 1), and a confirmatory factor analysis (CFA) refined the scale to three viable factors (study 2). The structural equation model results indicated that measures of individual differences and ideologies (CSES, SDO7, ACT) predicted bias against Mexican Americans, and the bias, in turn, predicted opposition to racial policies, such as affirmative action by race. Most importantly, although the patterns of results were similar, the predictive validity of AMAAS was independent of the other group bias scales.

Neighborhood and individual factors associated with undiagnosed asthma among urban adolescents Sharon Kingston, Dickinson College; Jean-Marie Bruzzese, Columbia University Medical Center; Emilie Bruzelius, Columbia University Medical Center; Amarilis Cespedes, New York City Department of Health

Up to 50% of adolescents with asthma-like symptoms have not been diagnosed with asthma, and therefore are untreated and at risk for asthma morbidity and mortality. Neighborhood compositional factors such as poverty rates and community-level health care access are predictive of health outcomes. This study investigated the association of community-level and individual-level factors on the likelihood that symptomatic urban adolescents had received a prior asthma diagnosis. Students (n=21,406) attending 41 public high schools in New York City reported on current asthma symptoms, if they were ever diagnosed with asthma, and their home addresses; 6,285 students reported symptoms and were included in the analyses. Arch GIS was used to geocode addresses. Hierarchical linear modeling was used to test the association of asthma diagnosis and (a) the rate of primary care providers per 100,000 residents within the students' zip code, (b) census tract-level measures of socioeconomic status (percent of residents with at least a high school diploma and percent living in poverty) and racial/ethnic segregation (percent of Latino/a residents and percent of African American/Black residents), and (c) individual level measures of students' sex, race/ethnicity and grade. More than half (58%) reported being undiagnosed. Of these, the majority were female (65%), 41% were Latino/a, and 27% were African/Caribbean American. Receiving a diagnosis was positively associated with census tract-level poverty rate (OR: 1.011; 95% CI: 1.002, 1.021). At the individual level being diagnosed was associated with race/ethnicity (being Latino/a [OR: 1.857; 95% CI: 1.519, 2.270] or (African/Caribbean American [OR: 1.486; 95% CI: 1.189, 1.857]). Girls were significantly less likely to be diagnosed than boys [OR: 0.706; 95% CI: 0.623, 0.801]. Results suggest that a large proportion of adolescents experiencing asthma symptoms are not diagnosed, and thus go untreated. Of note, girls are at particularly high-risk of being undiagnosed and not receiving adequate care.

Our Power: Grassroots Resilience-Based Organizing on the Frontlines for Climate Justice Katina Castillo, Pacifica Graduate Institute

We envision a world in which everyone lives a good life by being in just and fair relationship with each other and within healthy, interdependent ecosystems based on a culture of sharing rather than hording; localized

democracies rather than globalized exploitation; the Web of Life rather than the Chain of the Market. Fairness, equity and ecological rootedness are core values that celebrate and honor the beauty and diversity of life and the rights of people to realize their full potential as creative beings. Living a good life in a good way can only happen by first recognizing that the root causes of the daily economic, environmental and social inequity that plague communities worldwide are also compromising the metabolism of Mother Earth; and that all real solutions must address both the economic and ecological crisis. This recognition is what defines the Climate Justice Movement. We believe that the key principles that define the real solutions to the ecological and economic crisis are Root Cause Remedies, Rights, Reparations and Representation. The Climate Justice Alliance focuses on supporting and highlighting a core group of "Our Power Communities" that are home to key grassroots groups who are poised to take on the extreme energy interests while creating grassroots solutions for a just transition. They provide diverse examples of urban and rural areas transitioning to local living economies in ways that address each communities unique challenges and builds on its strengths, culture, and history. Through shared work, common messaging, and movement building done in localities across the country, we build our power to shift the political landscape to bring these real solutions to scale. Each Our Power Community has its own strategies and tactics unique to local circumstances on-the-ground, but all of them include coordinated base-building, communications, direct action, and policy strategies.

> Perfectionism, Disguised Distress, and Help-Seeking Attitudes in Asia's Saving Face Culture: Potential Mediators of Anxiety and Depression among Asian Youth Andrea Wong, Hampshire College, Amherst, MA, USA

Research has found disguised distress to possibly mediate the relationship between maladaptive perfectionism and psychopathology. While disguised distress shares features with the tendency to protect one's self-image, also known as the "saving face" culture in Asia, no study has explored these constructs in relation to each other. This present mixed methods study examines self-concealment and perfectionistic self-presentation as potential mediators in the relationship between perfectionism with anxiety and depression among Asian youth. The study also explores how these constructs relate to the consciousness of social face and help-seeking attitudes. 50 Asian international students attending college in the north eastern US. were administered the Multidimensional Perfectionism Scale, Self-Concealment Scale, Perfectionistic Self-Presentation Scale, Consciousness of Social Face Scale, Depression Anxiety Stress Scale, and Attitudes Towards Seeking Professional Psychological Help Scale. Semi-structured interviews examining the nuances of disguised distress as a young person growing up in Asia were conducted with a subset of fifteen students. Correlation and regression analyses on quantitative data will be followed by an analysis of qualitative data in assisting to explain and interpret the quantitative findings. In this ongoing study, it is hypothesised that: (1) Self-concealment and perfectionistic self-presentation mediate the relationship between maladaptive perfectionism with anxiety and depression, (2) Self-concealment and perfectionistic self-presentation positively correlate with the consciousness of social face, (3) Self-concealment, perfectionistic self-presentation, and consciousness of social face negatively correlate with attitudes towards seeking professional psychological help.

> Promoting School Connectedness for Adolescents Who Experience Multiple Victimization Joseph Gardella, Vanderbilt University; Maury Nation, Vanderbilt University

Peer multiple victimization (PMV) predicts a range of negative behavioral, psychosocial, and school-related sequela. The processes through which an adolescent who experiences PMV develops negative outcomes has received attention, but processes that mitigate the impact of these negative outcomes are largely unknown. A lack of school connectedness has been robust predictor of subsequent negative developmental outcomes, and has been demonstrated to be associated with victimization. However, competencies from the social and emotional learning framework have been linked with developing positive social connections for adolescents. This study uses a series of multilevel models to investigate whether PMV is associated with school connectedness, and whether social and emotional learning competencies affects this relation. Participants were 6,401 (47.3% Female; 36.2% White) 9th through 12th grade students from 15 schools across a large urban public school district in a southeastern state. Results suggest that PMV is associated with a lack of school connectedness and that although social and emotional competencies are particularly relevant for adolescents who experience PMV, they do not significantly buffer this relationship. Thus, adolescents who experience PMV may benefit from social and emotional competencies in spite of overwhelming evidence of associations with negative outcomes. Research, theoretical and applied prevention implications for this vulnerable group are discussed.

> Rape Survivor Advocates with Lived Experience: Considerations in Disclosing Survivor Status to Clients and Staff Martina Mihelicova, DePaul University; Hope Ann Hobgood, DePaul University; Molly Brown, DePaul University

Rape crisis centers provide various services to survivors of sexual violence, including advocacy within the emergency room for survivors who seek post assault care. Within this setting, advocates are exposed to the trauma experiences of rape survivors, which may lead to feeling overwhelmed, experiencing burnout, and leaving the field (Yanay & Yanay, 2008; Ullman & Townsend, 2007). Motivations to volunteer for this work can be linked to an advocate's own recovery from sexual assault (Jenkins et al., 2011), placing advocates at potentially higher risks of vicarious trauma (Dworkin, Sorell, & Allen, 2014; Ghahramanlou & Brodbeck, 2000). In their role, one challenge advocates who are survivors may face is deciding whether or not to disclose their experience to clients and staff at their organization. Disclosure has been unexplored both in the context of first response and in disclosure of traumatic material. The goal of the present study is to identify whether rape survivor advocates who experienced sexual assault disclose to clients and staff, how they make their decision to disclose, and, if applicable, how the staff and clients responded to the disclosure. Based on qualitative interviews with 11 advocates who are survivors, preliminary findings using thematic analysis have identified themes related to reluctance to disclose, unplanned disclosure, and considerations in disclosing such as boundary-setting, client benefit, and level of comfort with disclosing to staff. Since disclosure has been found to positively impact therapeutic relationships (Henretty et al., 2014), findings may have implications for quality of service provision. Further, acknowledging provider lived experience can help inform organizational support to ensure advocate well-being. This acknowledgement provides room for combatting stigma, arms advocates with tangible ways of managing disclosure within their role, and empowers survivors to participate in advocacy as one form of recovery from trauma.

> Re-Conceptualizing 'Successful Aging' from the Older Adults' Vantage Point - A Public Deliberation Oriana Vaccarino, University of Guelph; Jeffery Yen, University of Guelph; Kimberley Wilson, University of Guelph

Researchers have often defined successful aging on behalf of older adults. These definitions have tended to emphasize the absence of physical disability, placing less emphasis on psychosocial variables. Only recently have studies begun to ask older adults what successful aging may mean from their perspective. The scarce research that exists on this topic has shown that older adults emphasize psychosocial factors as most important to successful aging, and see successful aging as a multidimensional process. This study aims to explore the meanings of 'successful aging' and the possible issues associated with this term for older adults, which can be gained through processes of public deliberation. Public deliberation is a means for collective negotiation surrounding various topics that aims to have practical and policy implications. Twenty-nine participants (aged 65+) from the Guelph-Wellington region participated in a public deliberation over 2 days in May 2016. On day 1, participants collectively defined "successful aging". On day 2, participants collectively identified practical implications of the group definition of "successful aging" for their daily lives and their community. Preliminary findings show that collectively, participants decided on the term «optimal aging». Their definition of this term included: advocacy, independence, support systems, knowing how to access supports, living within your abilities, being prepared for death, being valued, connectedness, and contributing to society. Four main themes emerged regarding action items: accessibility, communication, advocacy, and connectedness. The main collective action item was the need for increased communication regarding where to find community resources. More specifically, participants suggested having volunteers or staff available at libraries or community centres to help older adults navigate available resources, to find those best suited to their needs. Potential implications will be discussed.

Receiving Community Service Increases Self-Esteem and Optimism, but not Life Satisfaction: A Longitudinal Study in a Low Income Spanish Speaking Sample Catherine Melissa Pichardo, University of Illinois at Chicago; William F Chaplin, St Johns University

There are conflicting opinions about the impact of receiving community services on the clients' psychological outlook. One view is that such services increase clients' positive psychological state by giving them a sense of hope and optimism. The countervailing view is that such services foster dependency, hopelessness, and a sense of inadequacy. There has been little empirical research to test these two views. In this longitudinal study of 94 low-income Latino Spanish-speaking individuals receiving community services in New York City, we assessed change in Gratitude, Optimism, Self-Esteem, and Life Satisfaction. Except for Life Satisfaction, for which there was no change, we found increases in the other measures of positive psychological outcomes with Optimism and Self-esteem reaching statistical significance. Our results are clearly counter to the view that receiving support from community agencies has negative psychological impacts on clients of such agencies. It appears that receiving community service leads to increases in positive psychological attitudes, at least within a Latino Spanish-speaking sample. Although socio-political opinions about providing support for those in need will continue to be a source of debate, the claim that such support generally has negative psychological consequences on those who receive it is unfounded

Refugee Women and Employment Miryam Haarlammert, University of Miami; Dina Birman, University of Miami

This poster describes an empirical review of 22 articles on refugees, employment, and the policy of self-sufficiency in U.S. resettlement. Articles come from a variety of disciplines including sociology, psychology, education, and mental health. The aim of the empirical review is to address questions about how research has conceptualized employment and self-sufficiency, to what extent employment and self-sufficiency are seen as part of resettlement processes such as integration and acculturation, and to consider how gender differences or roles have been portrayed or not in studies. I review the literature based on a conceptual framework made up of community psychology principles, including the ecological model, as well as a feminist perspective. Findings include that employment-seeking activities are seen as the main force behind integration and acculturation, and is prioritized over other aspects of resettlement. Applying the ecological model, I discuss how employment is one aspect of resettlement, and how a more expansive view of the process is necessary. Additionally, the purpose of the majority of these articles was not to challenge the construct of self-sufficiency nor to evaluate it, rather the focus was on individual indicators of refugee characteristics that impact employment outcomes for refugees. Applying the ecological and feminist framework led me to discuss issues about the type of questions being asked, and how we are not asking the right questions.

Relative point of view about contextual factors influencing mental health Marie-Eve Rioux, Université du Québec à Montréal; Étienne Grondin, Université du Québec à Montréal; Mélanie Mercurie, Université du Québec à Montréal; Anick Barré, Université du Rétablissement; Zsolt Laviolette, Université du Rétablissement; Élaine Poissant, Université du Rétablissement; Jean-François Pelletier, Université de Montréal; Marc Laporta, Department of Psychiatry of McGill University

While the international classification of disorder (ICD-11) is in revision and available online (beta draft) for the first time to permit comments from researchers and stakeholders, this study explores how contextual factors, as described in Chap.21, influence mental health from the point of view of users of services and their relatives. Semi-structured interviews were done with 15 users of services in mental health and 15 relatives who came from three cities of French Territory in Canada to gather their opinions on the contextual factors influencing mental health problems. During the interview, we asked them about how the 18 factors propose in ICD influenced the onset of symptoms, the resurgence of symptoms and recovery. Two judges, including one who has the experience of being close to someone with mental health problems, execute a thematic analysis. They organized the category for quotation with the 18 factors, the kind of influence and the time in life when these factors seem more important. The preliminary results present here are those of the relatives' discourse. In general, they were more able to considerate influence of contextual factors when being asked about recovery. According to them, the most influencing factor on mental health was associated with finances, interventions in mental health, social environment and culture, and also, relationship with families and other. Most participants also talk about the influence of cessation of drug use as an important factor for recovery which was not included in the 18 factors we first discussed. In most cases, stress and vulnerability seem to be an intermediate factor between the influence of contextual factors and the symptoms reported by the person.

Resilience Factors of Inuit Youth at Risk of Suicide in Nunavut: An exploratory study Léa Plourde Léveillé, Université du Québec à Montréal (UQÀM)

This poster presents a new doctoral research, in collaboration with the Centre for Research and Intervention on Suicide and Euthanasia (CRISE). In Nunavut, the suicide rate among Inuit is 10 times the Canadian national average, with particularly alarming statistics among the youth. The risk

factors for suicide are well known in the literature, however only a few studies have explored the resilience of certain communities that have maintained lower suicide rates. An important component of resilience is the acquisition of coping skills that enable individuals to confront difficult situations. Although there are a number of research investigation that have shown the importance of coping skills as a protective factor in suicide prevention, there is little research on resilience and coping in Inuit communities. This project aims to contribute to the development of suicide prevention strategies anchored in Inuit culture, based upon local knowledge, to meet needs identified by members of Inuit communities. The research will compare two communities of Nunavut with similar socio-economic and physical contexts, but different suicide rates. Data collection will be conducted among Inuit youth aged between 15-19 years whose suicidal ideation will be measured using standardized methods validated in Inuit populations. Prioritizing a qualitative approach based upon individual interviews, this study will examine the differences between the communities in terms of coping skills that are used and valued by Inuit youth at risk of suicide. Based on the participant's perspectives, this research will also explore the ability to use various coping strategies in their environment. The methodology will ensure the participation of communities at all stages of the research to promote the obtention of valid, culturally appropriate and useful results, as well as sustainable application of knowledge. This presentation will create an opportunity for discussion about the specific issues of conducting collaborative researches in Inuit communities

Results of Project CHHANGE: Challenge HIV Stigma and Homophobia and Gain Empowerment Victoria Frye, City College of New York, CUNY; Mark Paige, New York Blood Center; Steven Gordon, Gay Men of African Descent; David Matthews, Brooklyn Men Konnect/Bridging Access to Care; Emily Greene, New York Blood Center; Philip Smith, City University of New York School of Medicine; Jo Phelan, Columbia University; Beryl Koblin, New York Blood Center; Vaughn Taylor-Akutagawa, Gay Men of African Descent

Background: HIV stigma and homophobia are barriers to access to HIV prevention and treatment services. Project CHHANGE, Challenge HIV Stigma and Homophobia and Gain Empowerment, was a multicomponent, theory-based intervention designed to reduce community-level HIV stigma and homophobia. CHHANGE was a partnership among was the New York Blood Center (NYBC), Gay Men of African Decent (GMAD) and Brooklyn Men Connect (BMK) of Bridging Access to Care (BAtC). CHHANGE had three components: pop-up events; a bus shelter ad campaign; and intensive workshops/trainings delivered to community-based organizations and neighborhood residents in a high HIV prevalence, primarily African-American, Black and/or Afro-Caribbean, neighborhood in New York City (NYC). Methods: Serial cross-sectional, street intercept surveys among residents of the invention neighborhood and a matched control neighborhood were conducted before and after the intervention. Propensity score matching and generalized estimating equation regression models assessed the impact of CHHANGE on HIV stigma and homophobia. HIV testing service utilization data were assessed and multivariable models of self-reported HIV testing among post-intervention street survey respondents were built. Results: We did not find a significant treatment effect on HIV stigma and homophobia among residents of the intervention neighborhood as compared with control community residents. However, HIV testing increased by 350% at the testing site in the intervention community after the intervention implementation. Further, lower HIV stigma, attending an HIV stigma workshop and having friends or family living with HIV were independently associated with past six-month HIV testing among post-intervention respondents in both neighborhoods. Conclusions: CHHANGE was feasible and acceptable to community residents. Evaluating community-level interventions is challenging. Our triangulated approach yielded somewhat conflicting results, which may be due to limitations of the quasi-experimental study design. Further research is needed to understand whether and how CHHANGE affected HIV testing and prevention.

Sense of Community and Psychological Well-being Among Homeless Youth Katricia Stewart, Portland State University; Greg Townley, Portland State University

This study assessed sense of community and psychological well-being among homeless youth in Portland Oregon (n = 28, mean age = 21). The study was conducted in collaboration with a non-profit community center in the city that provides artistic, educational, and recreational outlets to homeless youth. Participants completed surveys of sense of community, well-being, and demographics; semi-structured individual interviews; and semi-structured focus groups with other homeless youth. There was a positive significant relationship between total sense of community score and well-being (r = .439, p < .05). Male participants reported significantly higher well-being (M = 84.67) compared to female participants (M = 76.55) and participants who listed other genders (M = 71.59), F (2, 25) = 3.35, p < .05, which supports published research. Participants of color reported significantly higher psychological well-being scores (M = 89.50) compared to White participants (M = 82.20), t(26) = -2.14, p < .05, which is contrary to published well-being research. Furthermore, there were positive significant relationship between total sense of community score and extent to which individuals feel that sense of community is important, r = .513, p < .01. Qualitative data from the interviews and focus groups include examples of how homeless youth define their communities and what types communities they belong to; the sense of importance they place on community; barriers to well-being; and facilitators to well-being. This research has the potential to increase understandings of what promotes and hinders well-being among homeless youth, which can inform alternative interventions that specifically focus on supporting and increasing well-being amongst this vulnerable and marginalized population.

Social Housing Communities as Educational Leaders Morgan Gardner, Memorial University

Many studies on how lower-income neighbourhoods impact youth development and/or school success focus too much on deficits, problems and pathology (Aber & Nieto, 2000; Beekhoven & Dekkers, 2005; Visser, Bolt & van Kempen, 2015; Witherspoon 2008). In contrast, this presentation explores social housing communities as educational leaders and examines how community-engaged university researchers can partner with economically disenfranchised communities to foster transformative social housing educational narratives. The basis for this discussion stems from the findings of a 3-year community-university participatory action research (PAR) partnership that explored a social housing community's stories of supporting their youths' high school success and being energized and ignited in these engagements. The 14-member PAR team was comprised of social housing youth, families, staff/volunteers, research assistants and a university educational researcher/community psychology faculty member. Ninety-three members of an urban 294-unit social housing community participated in the study. Data was collected via nine focus groups, two individual interviews and four community forum events. Via the research and community engagement processes, this presentation discusses how social

housing members came to recognize ways they are educational leaders, which in turn, served to further grow their community power to support youth success in school and to invite educational change.

Social Networks and Science Self-Efficacy in a Science Support Program for Latinx Students Kathleen Buehler, DePaul University; Bernadette Sanchez, DePaul University

Increasing the number of Latina/o students in science, technology, engineering, and mathematics (STEM) fields is a national priority, but statistics show that Latinx students are still underrepresented in these fields. Mentoring interactions are thought to be integral to the retention and success of STEM students, but more research is needed to better understand the mechanisms that support Latinx students in STEM. This poster will present findings from an evaluation of a university-based science support program for Latinx high school students and examine the mentoring triads and networks (e.g., students' ties to their different mentors and to others in the program) that appeared in both the quantitative and qualitative data. Specifically, this poster will use triad data and quantitative data measuring instrumental support, socioemotional support, and frequency of contact to better understand how social networks are related to Latina/o students' science self-efficacy and interest.

Social isolation, loneliness, and psychological distress among undergraduates : what are the existing preventive strategies ? Frederique Tremblay-Legare, Université du Québec à Montréal; Thomas Saias, Université du Québec à Montréal

Undergraduate students are increasingly acknowledged as a vulnerable population at risk of developing psychological distress and related common mental disorders, and thus in needs of specific public health interventions. Social isolation and feelings of loneliness, which are recognized as contributing factors of a high level of psychological distress, are frequently reported by this population. Furthermore, current research suggests that the transition to university seems to represent a significant challenge for undergraduates, specifically during their first year of studies. Little research has been conducted to better understand the specific needs and challenges of this population, but it is hypothesized that this period might be a crucial determinant of current and future health status. Moreover, research focuses on individuals intervention strategies such as increasing social skills to work on specific issues. In this presentation, we will focus on the following questions : what is the relevance of developing community interventions aiming at reducing psychological distress among undergraduates ? and how could peer-to-peer strategies be included in the academic curriculum ? To answer these questions, we conducted a scoping review and identified a total of 200 scientific papers on interventions targeting student population and aiming at reducing their psychological distress. A preliminary analysis of this research will be presented in pursuance to identify the existing typology of preventive intervention. A discussion will serve to highlight the factors that can be identified as facilitators of the implementation of peer-to-peer interventions as a preventive strategy of psychological distress among undergraduates.

Social support processes and health in victim-supporter dyads Sarah E Ullman, University of Illinois at Chicago

As part of a longitudinal NIH funded study of sexual assault survivors, follow-up interviews for those indicating interest were conducted of survivors and someone in their social network (friend, family, partner). Survivors provided contact information for informal support network members for the researchers to contact about their experience hearing about the survivor's assault, responding to her disclosure, and providing support. We interviewed 45 matched pairs after contacting participants indicating interest stratified by race and alcohol use at time of assault to obtain a diverse sample of dyads. Semi-structured interviews, about 1-2 hours in length, took place over the span of several years and were conducted by three interviewers on the research team. All interviews were double coded using Atlas-ti thematic/open-coding with an iterative process used to both develop and pilot-test the codebook. All interviews were coded by multiple coders and a consensus coding process to arrive at final codes, with final review and approval by the interviewer for each matched pair. Both quantitative and qualitative information results are provided describing the endorsement of coded themes by survivors and their supporters, their disclosure experiences, appraisals of social reactions, and impact on survivors' recovery on their relationships. Implications will be drawn for addressing health and well-being of survivors and their supporters and for developing interventions to improve responses to survivors disclosing sexual assault and provide necessary support to different types of informal support network members who are typically those told about sexual assault.

The Activism Project (Social Science Abstract) Cecilee R Fernandez, University of Washington Bothell

Social movements seek social change by building collective power. These collective movements typically take an outward form. Meaning, those engaged in social movements express their opinions and ideas through outward actions to shift communities and create change. However, those engaged in social movements may also utilize their activism as vehicles for internal reflection and change, creating a cyclic dynamic between the individual and their work. This poster investigates this cyclical reflection/work relationship of 15 social movement leaders in the racial justice movement in the pacific northwest. Utilizing content analysis, we investigate the correlation of their activism work and ways this shapes their identities, for instance recording answers to questions like "why did you start your work in social movements?" "was there a specific experience to trigger this work?" and from there collect the results of how their activism help shape their own identity leading to an extensive comprehension of oneself, their personal motives and passions behind the work they do This is in hope, to bring the understanding of social injustice of race, sex, class, etc. for each individual, creating new perspectives for these underlining issues. In doing so, the research will create a better understanding of why leaders do what they do through activism work. Due to the nature of our research being ongoing and continuous, results of our current analyses, as well as our future aspirations will be presented through poster board.

The Assertive Community Treatment Transition Readiness Scale© (ATR): A resource to support transition from Assertive Community Treatment to less intensive services Andrea Marie LeFebvre, The Royal Ottawa Mental Health Centre; Bill Dare, The Royal Ottawa Mental Health Centre; Susan Farrell, University of Ottawa; Gary S Cuddeback, University of North Carolina at Chapel Hill

The flow of clients on and off an Assertive Community Treatment (ACT) team is critical to ensure more clients with severe and persistent mental illness will have access to this intensive service. This study had two objectives: (1) to review the pilot implementation of the Assertive Community Treatment Transition Readiness Scale © (ATR) within ACT teams of the Champlain Local Health Integration Network (LHIN); (2) to summarize the barriers to transitioning clients from ACT to less intensive services. Six participating ACT teams completed a yearly ATR assessment on each client in 2012, 2013, and 2014. The ATR was described as an efficient

and valuable tool to help clinicians identify clients ready to transition, and a useful resource to support clinician decisions and focus team planning on client recovery. Further training on ATR completion, education on less intensive services, and increased sharing of practices among ACT teams is recommended to encourage transition from ACT.

The Baby Books Intervention: Decreasing the Depressive Symptoms and Stress of Low-Income, First-Time Mothers Wendy Ochoa, Uiversity of California, Irvine; Stephanie Reich, University of California-Irvine

Mothers living in poverty are at an increased risk of experiencing depression and parenting stress (Bassuk & Beardslee, 2014). This is concerning because maternal depression and stress can be detrimental to children's development, especially during pregnancy and early childhood (Lee, Gopalan, Harrington, 2014; Lovejoy, Graczyk, O'Hare, & Neuman, 2000). Even the presence of minor depressive symptoms can negatively affect parenting practices and, thus, child outcomes (Puckering, Pound, & Mills, 1987). Interestingly, knowledge of child development is also associated with parenting practices and as parents learn more, their sense of parenting efficacy increases (Albarran & Reich, 2014). Thus, it is worthwhile to consider how increasing knowledge may improve depressed mood or lessen stress. Using a randomized three-group design, this study tested whether embedding educational information about optimal parenting practices and child development into baby books decreased low-income, first time mothers' (n=167) depressive symptoms and stress over time. Hierarchical linear models revealed that although depressive symptoms and parenting stress decreased overtime for all mothers, the mothers who received the educational intervention shed their stress and depressive symptoms at a faster rate than mothers in the comparison (non-educational books) and control (no-books) groups. These findings indicate that giving new mothers access to information about children's development and appropriate parenting practices can help improve their mental health. Moreover, educational baby books may be a quick and low cost alternative to reaching out to new mothers living in low-income neighborhoods.

The Emergence of Biculturalism in First-generation Latino/a and Hispanic Immigrants Cara Bianca Borja, University of Maryland, Baltimore County

Individuals of Hispanic origin constitute the largest minority group in the United States. First-generation immigrants face the challenge of identifying with U.S. American culture while sustaining their cultural roots. The challenge of adopting mainstream culture while maintaining their native values urges first-generation immigrants to adopt biculturalism and create a dual cultural identity. Biculturalism, in this context, is defined as the embodiment of both one's ethnic culture of origin and one's culture of residence. Bicultural competence provides the skills needed for the individual to navigate the behaviors and expectations of both cultures. This study analyzed the process of biculturalism and investigated factors that play a role in its emergence in first-generation Latino/a and Hispanic immigrants. This study also explored the conflict and interconnection between the processes of acculturation and cultural maintenance in bicultural individuals of this population. The analysis is based on 15 semi-structured interviews with first-generation Latino/a and Hispanic immigrants living in the Baltimore/Washington D.C. area. The ultimate goal of the study was to understand how first-generation Latino/a and Hispanic immigrants can successfully cope with the demands of a dual cultural world.

The Foundations of Happiness and Its Relation to Prevention and Health Promotion Anna Chinnes, Wichita State University; Anna Turosak, Wichita State University; Greg Meissen, Wichita State University

People constantly search for ways to individually have a more satisfying life. It is even suggested by some researchers (Cummins et al., 2009), that whole societies function better when more people are substantially happier. It is clear that happiness affects whole communities, thus creating a tie from the idea of happiness to community psychology. More specifically, this relates to the community psychology competency of prevention and health promotion within communities (Dalton & Wolfe, 2012). However, things remain unclear when it comes to understanding what happiness really entails. In an effort to address this, this study seeks to quantify what happiness is through looking at the research question – What are the fundamental foundations of happiness? The sample included 450 students, staff, and faculty from two Mid-western universities. In order to address the research question, the Gross National Happiness Index (GNHI; Musikanski, 2016) was adapted for the purpose of this study as a measure of a person's overall happiness. An exploratory factor analysis was conducted, including a scree test, an iterative principal axis solution, and a Promax oblique rotation. This resulted in eleven primary factors of happiness: overall life satisfaction, mental health challenges, social support, time balance, environmental satisfaction, work satisfaction, healthy lifestyle, satisfaction with government, involvement in community, physical health, and finances. Future research should expand this to a community level assessment of happiness, leading to learning ways to impact the happiness levels in whole communities, moving from taking a prevention perspective and researching that to then implementing prevention and health promotion community programs. This could lead towards "smart communities" (Morse, 2004) and could also lead towards affecting happiness levels at the individual level, as well as in communities, and even nations (Satcher, 2000; World Health Organization, 2008).

The Relationship Dynamics of Social Justice Activism and Social Media Shelby Guidry, University of Washington, Bothell

Current social movements are often seen as leaderless, as the anonymity and privacy protections of the World Wide Web have given individuals a different way to engage in organizing for social change. Through trending hashtags, Facebook likes, tweets, and sharing of informative content, social media users can engage in social movements passively (e.g. retweeting) or actively by participating in broadcasted events and actions. Moreover, social media platforms have the demonstrated ability to act as a tool for organizing social movements through a variety means and opportunities. Indeed, the Arab Spring was widely organized through social media. In addition to the use of social media as a platform for sharing information regarding social movements, these platforms are also used to build relationships among formal and informal organizations/groups engaged in similar social issues. Organizations addressing similar issues (e.g. racial justice, police shootings, etc.) can cooperate and coordinate activities. This project seeks to understand the relationship dynamics of social media based social justice groups and organizations within the Puget Sound region of Washington state, that are specifically focused on racial and social justice issues. More specifically, we utilize social network analysis to map the social environment of racial justice organizations by examining shared events and "likes" within Facebook. Understanding the relationship dynamics regarding which organizations or activists may be at the center of these movements is crucial to engage further community stakeholders as active change agents within racial and social justice movements.

The Role of Discrimination, Family Support, and Parental Status

on the Self-Reported Mental Health of Latinas Carlos E Rosas, University of Illinois at Chicago; Marbella Uriostegui, University of Illinois at Chicago; Catherine Melissa Pichardo, University of Illinois at Chicago; Kristine M Molina, University of Illinois at Chicago

The relationship between everyday discrimination and mental health among Latinos is well established. Family social support has been found to be a protective factor against the deleterious effects of discrimination. However, previous research suggests that discrimination does not affect all individuals similarly nor does everyone benefit from the same protective factors. No study to date has examined how parental status may affect the relationship between discrimination and health. Using the Latina subsample (N = 1427) of the National Latino and Asian American Study, I examine whether, and if so, how family support moderates the effect of everyday discrimination on self-reported mental health and whether this differs by parental status. Consistent with my hypotheses, results showed that family support buffers the detrimental effects of discrimination on mental health among Latina mothers. I, however, did not find evidence for a buffering effect of family support for non-mothers. Additional analyses by age and number of children provided interesting insights. Overall, our findings have implications for interventions and therapy. The experiences of Latino mothers and non-mothers may differ when it comes to discrimination and social support. Clinicians and researchers should take into consideration the parental status of Latinas when considering the effects of discrimination on mental health.

The Role of Sexual Objectification in Unwanted Consensual Sex among College Students Lindsay Hamilton, Bowling Green State University; Lynnel Goodman; Maren Froemming, Bowling Green State University; Gina M Mattei, Bowling Green State University; Hannah Geis, Bowling Green State University; Eric Dubow, Bowling Green State University

Research suggests that the majority of college students have engaged in Unwanted Consensual Sex (UCS), a situation in which someone agrees to engage in sexual relations when they did not want to. UCS has been conceptualized as a "gray area" on the sexual violence spectrum, with links to negative psychological consequences and sexual victimization. However, there is relatively little empirical research on predictors of UCS. One unexplored predictor is sexual objectification (i.e., in which one is treated as a body intended for use by others based on physical appearance). In the current study, we propose a mediational model in which more experiences of sexual objectification would predict cognitive schemas in interpersonal relationships such as self-sacrifice, approval seeking, and, which in turn would predict engaging in UCS. 499 college students reported their frequency of UCS, cognitive schemas, and objectification experiences. Results partially supported our hypotheses. Experiencing sexual objectification had a significant direct effect on frequency of UCS, b = .31, SE = .08, p < .001. Additionally, the indirect effect of objectification on frequency of UCS was mediated by the cognitive schemas of self-sacrifice (B = -.03, 95% CI [-.06, -.01]) and subjugation (B = .05, 95% CI [.02, .09]) but not approval/recognition-seeking (B = -.01, 95% CI [-.03, .01]) or defectiveness/shame (B = -.01, 95% CI [-.04, .02]). Overall, these predictors accounted for approximately 9% of the variance in frequency of UCS. Our results suggest that sexual objectification experiences may alter cognitive schemas about the self in interpersonal relationships, which may in turn increase the likelihood of engaging in UCS. These results thus implicate exposure to a culture of sexual objectification as a risk factor for engaging in UCS.

The mediating role of rights and freedoms on socio-economic status and outcomes of health and wellbeing Esther L. Briner, Carleton University

This study examined the combined influences of national levels of socioeconomic status (SES) and rights and freedoms, on population level physical and psychological health outcomes—extending previous research findings by Bezo, Maggi, and Roberts (2012) in several ways, including: (i) more recent international data (from 2010 to 2014); (ii) increased nation sample size, n = 120; (iii) increased community and individual rights and freedoms indicators; and (iv) increased health indicators. Physical health indicators were life expectancy, infant mortality rates, prevalence of HIV, and prevalence of NCDs. Psychological health indicators were suicide rates, alcohol consumptions, and daily tobacco-cigarette use. Using pathway analysis on international data, from a sample of African, Asian, Oceanic, European, South and North American countries, similar models for physical and psychological health were developed. The results of this study will be presented and the implications discussed. This study serves to expand the breadth of theoretical aspects of the model pathways presented, and delve deeper into the underlying mechanisms that might explain the model pathways. Most importantly, this study contributes to our understanding on how political forces and systems, especially national-level democracy in the form of rights, freedoms, and liberties, can determine population health outcomes across the life cycle.

The relation between activism and integration. A study with young immigrants of the first and second generation Elena Marta, UniversitÌÊ Cattolica del Sacro Cuore (Italy); Daniela Marzana, psychology department; Sarah Alfieri, Università Cattolica del Sacro Cuore di Milano

In literature, activism has been identified as an important factor for the promotion of immigrants' integration. Migrants' community engagement in civic life has been identified as an important element for developing both individual well-being and cohesive communities (Gilster, 2012; Stoll & Wong, 2007). The present work is a part of a larger research with the aim to evaluate the possibility that an immigrant's civic commitment could facilitate his or her own personal socio-cultural integration process (European Foundation for the Improvement of Living and Working Conditions). The present work explores, through a qualitative study, the way in which activism relates with the immigration of youth of African origin, of the first and second generations, who are active in national and ethnic associations. The work aims to explore some variables related to activism and their relationship with integration, ethnic and national identity, digging into the motivations underlying activism, the perception of the context of immigration and some changes that activism promotes in the immigrants on a personal and social level. The participants were 21 young immigrants of first and second generations from 18 to 33 years old. Some in-depth interviews were carried out on which a thematic analysis of the transcripts is presently underway.

Unapologetically Black and Outspoken Christians: The Black Lives Matter Movement within African American Churches Ariel McField, Prairie View A&M University; LaTrese Adkins Weathersby, The «Beloved Community» Consulting Group; Tuere Bowles, North Carolina State University; Pamela Paulette Martin, Prairie View A&M University

The Black Lives Matter (BLM) Movement centers on improving the economical, educational, and political conditions of African Americans living in the United States. Taking lessons from the Modern Civil Rights Movement, BLM utilizes business boycotts, protesting, and voting to create social change. During the Modern Civil Rights Movement, African

American clergy assumed leadership positions as strategic organizers who helped their churches and communities combat the oppressive systems of Jim Crow as disfranchisement manifested in public education, public transportation, home buying, and practically every other area of public as well as civic life. In the present day, many African American churches continue to actively contest those same societal challenges which contemporary African Americans persistently experience. Thus, as the most recognized, trusted, and stable institution within African American communities, African American churches have advocated for social change via strategic and organized efforts to ameliorate structural inequities. However, little research to date has qualitatively addressed the BLM in relation to diverse social justice efforts within African American churches. As a result, unanswered questions emerge regarding the role of theological teachings within African American churches that are participating in the BLM. These questions include: 1) are only certain African American denominations or congregations actively participating in the BLM?; 2) what role(s) does theological teachings have in the level of a church's participation?; and, 3) how exactly are collaborations between African American churches and the BLM meeting the needs of congregants as well as their larger communities? In this study, sermons will constitute a data source for examining links among the BLM, theological teachings and congregant/community needs. This qualitative study will utilize content analyses to examine sermons of eight, African American mega-churches. Specifically, content analyses of these sermons will be used to determine the extent to which African American theological teachings align with the particular principles of the BLM (e.g. organized protest). Implications of the findings for clergy, community activists, and researchers will be presented.

> Understanding the Integration of Foreign Educated Cuban Physicians in the U.S. Medical Field Wendy Jordana Moore, University of Miami

In the U.S., immigrants and refugees are often unable to continue their profession after arrival. This paper describes a qualitative study of Cuban foreign-educated physicians (FEPs) who have attempted to integrate into the U.S. medical field. Semi-structured interviews were conducted with Cuban FEPs who varied in age, gender, job, marital status, and amount of time in U.S. Participants were recruited via snowball sampling and thematic analysis was utilized to identify various pathways. Findings describe the importance of professional identity and how it influences participants' transcultural process as well as their journey to find a "match" within the U.S. Medical field. This study acknowledges the importance of thinking ecologically about the migration experience through considering the needs of immigrants and refugees within their family units rather than solely as individuals. Furthermore, findings posit that occupational wellbeing for Cuban FEPs goes beyond economic goals, identifying professional identity as a central agent.

> Using YPAR to improve service access and utilization for unstably housed youth Heather Mosher, Institute for Community Research; Natalie Garcia, Institute for Community Research; Z Strassner, Institute for Community Research; Angel Cotto, Institute for Community Research; Artemis Fontaine, Institute for Community Research; Jay Perry, Institute for Community Research

Young people's perspectives are largely missing in system change efforts related to youth homelessness, and their involvement is critical to addressing the problem effectively. Evidence suggests that programs and systems designed for youth are more effective if youth are involved as stakeholders in the design process. This poster will highlight recent action research conducted by the Youth Action Hub (YAH), a youth-based center of research and advocacy in Hartford CT, and a uniquely innovative model nationally. Facilitated by an experienced researcher using Youth Participatory Action Research, YAH is led by a team of young people (16-24 years old) who have had experience with homelessness, and who work in partnership with a statewide coalition of youth-serving organizations focused on ending youth homelessness. YAH provides youth leadership and youth-adult partnership in policy advocacy and research around this issue. The poster will share findings from YAH's recent study on understanding the barriers that homeless youth face in accessing housing services through a hotline (2-1-1) used as a statewide coordinated entry point. The study identified strategies for improving the accessibility and effectiveness of housing resources for homeless and unstably housed young people. Through surveys and focus group interviews, results from this study represent the experiences of approximately 200 young people. The findings are being used to inform the design of a youth-friendly information and referral system for youth in Connecticut to access a wide array of resources, such as housing, mental health/health, food, youth centers, and so on. Youth involvement in the design of the information and referral system is critical for creating an effective and accessible system for youth. Results from this research were shared with legislators and the statewide coalition to end youth homelessness and has spurred the development of new policies and practice.

> Using kindness to increase social emotional competency and decrease bullying in elementary schools. Darren Iwamoto; Dale Richard Fryxell, Chaminade University

Engaging in acts of kindness has many mental health benefits including building a sense of belonging and reducing stress. Additionally, engaging in acts of kindness has been shown to be positively correlated with overall life satisfaction. This presentation provides an overview of an innovative and culturally sensitive approach to bully prevention which has been found to be strengths-based and proactive. The study found that engaging in acts of kindness had an impact on enhancing a school's overall learning environment. The results of this exploratory study examining the impact of a program designed to encourage students to engage in Acts of Kindness (AOK) will be presented. The purpose of the Acts of Kindness program was to encourage students at participating elementary schools to be intentionally kind to others and in the process improve the overall school climate along with their own mental health including a more positive and optimistic outlook on life. The School Children's Happiness Inventory (SCHI) was used to identify changes in self-esteem, affect, and depression in students. The SCHI is a 30-item self-report inventory which measures a student's subjective well-being. A Pre-/posttest experimental design was used to statistically analyze aggregated descriptive and frequency data. In addition, students, school counselors, teachers, and school administrators were interviewed at the conclusion of the 5 week AOK program. This unstructured interview sought perspective and feedback on the influence that the AOK program had on students, the school, and themselves. A thematic analysis was conducted on the students' written responses about their acts of kindness including their thoughts and feelings about participating in the AOK program.

> Using socio-political development theory to understand transformative resistance of women in a Montreal art's gallery. Jessica Lemelin, Université du Québec à Montréal; Roxanne Fournier; Liesette Brunson, Université du Québec à Montréal

Although power is a central topic of interest in community psychology

(Fisher & al., 2007), the lack of our understanding of the concept is highlighted by several authors. In particular, we need to develop a better understanding of the practices of resistance to oppression, that transform the psychological consequences of the asymmetry of power (Coleman, 2016 ; Kagan & al., 2011 ; Moane, 2011). In this study, we use socio-political development theory (SPD ; Moane, 2008 ; Watts & al., 1999 ; 2003) to understand the resistance process exercised by women participating in a counterspace (Case & Hunter, 2012). A focus group is organized with a group of women who are members of the Centrale Galerie Powerhouse, a Montreal art's gallery which aims to promote the work of artist women. With the lack of recognition of their work, as women and artists, and the difficulty they experienced to break into the field, we postulate that women participate in the activities of this art gallery with the goal of transforming an oppressive situation and context. The interview canvas will be built from the components of the SPD theory to understand resistance to oppression. It will seek to discuss the understanding of women to their environment oppressor, psychological consequences associated and the process of social transformation in which they participate. This study will assess the relevance of the SPD theory to understand the resistance to oppression. This could lead us, as community psychologist, to develop practical tools to accompany oppressed communities in their adaptation to inequalities, understanding of it origins and manifestations, questioning and transforming them (Coleman, 2016).

What do we talk about when talking about participation? Connecting SoC and Social Representations Theory Alessia Rochira, University of Salento - Department of History, Society and Human Studies. Lecce, Italy; Evelyn De Simone, University of Salento - Department of History, Society and Human Studies. Lecce, Italy; Terri Mannarini, University of Salento

Researchers agree that Sense of Community (SoC) served as a ⬜catalyst⬜ for citizens⬜ engagement (Wandersman, 1990) with a varied repertoire of participatory behaviours. Many distinctions have been elaborated to account for such a diversity (Talò & Mannarini, 2015) that, however, are chiefly theory-based. Tough, as participation is a multifaceted experience to individuals, the shared view on this topic might be parcelled in distinctive representations and variations among citizens⬜ views could be detected in accordance with the strength of their attachment towards community. Following the Theory of Social Representations (Moscovici, 1985), this poster reports the findings of a quanti-qualitative investigation aimed at at exploring how the representations of citizens⬜ participation might vary within a specific population in line with the individual levels of SoC. A convenience non-proportional quota sample of residents (N= 378, 49% female) of a territorial area in the south of Italy completed a self-report questionnaire including a words association task and measure of SoC. The analysis of textual data, performed through EVOC 2005 (Ensemble de Programmes Permettant L'Analyse dês Évocations), unveiled that the social comprehension of the citizens⬜ participation is based on a set of cognitive references shared by all the interviewees. Nonetheless, differences in SoC levels favored the emergence of variations in the organization of these common references. Precisely, a robust SoC intertwines a formal picture of citizens⬜ participation mostly revolved around the political form. On the contrary, a feeble SoC resembles a nuanced image of citizens⬜ participation intersecting both political and social modes. Interestingly, interviewees⬜ representations converged towards an agentic view of citizens⬜ participation. However, those who reported high level of SoC adhere to a normative standpoint evoking the importance of individual duty and engagement

whereas the detachment from the local community crosses a more liberally image where freedom and interest are remarkable representational contents.

Youth Enlightening Research Methodology: Using Empowerment Evaluation to Inform Measurement of Youth Participatory Action Research Jack David Baker, Miami University; Paul Flaspohler; Tammy Schwartz, Miami University

Youth participatory action research (YPAR) is a popular approach to positive youth development. YPAR efforts are inconsistent in how effects are evaluated, however, as studies tend to rely fully upon qualitative methodology and may not examine youth outcomes. Recent research has established a set of quantitative measures that may be useful in assessing YPAR outcomes in a variety of areas, such as youths' motivation to influence change and sociopolitical skills, though their validity has only been established with high school students (Ozer and Schotland, 2011). It is not yet clear whether these measures are developmentally appropriate for elementary and middle school youth or if they adequately take into account what outcomes youth themselves deem important. This poster is an illustration of attempts to bring youth into the process of quantifying outcomes of YPAR using an empowerment evaluation approach (Zimmerman, 1995). The study involved over 100 youth, teachers, and administrators from four elementary, middle, and high schools participating in YPAR projects supported by the Urban Cohort, a university-based, interdisciplinary approach to preparing college students for working with urban communities. Through interviews and focus groups, the research team investigated what outcomes stakeholders believe are important to measure when evaluating YPAR, resulting in a four-way comparison of outcomes outlined by youth, teachers, administrators, and past research (Ozer and Douglas, 2012). The results detailed by this poster will help contribute to a new mixed-methods approach towards measuring the effects of YPAR, one that involves both youth-informed quantitative measures and traditional YPAR qualitative methods such as focus groups and interviews. Conference participants expressing an interest in this poster will be asked to complete a short survey on a nearby laptop, asking what outcomes they perceive as important when conducting YPAR, with results being sent to participants who choose to submit their email address.

Youth-Adult Partnerships in Organizations: Contributions to Positive Youth Development Micaela Lucchesi, ISPA - Instituto Universitário

This research aimed to study the civic and community participation of young people in organizations that provide good levels of youth participation in decision-making processes, but that also involve adults in its structure. Previous studies on Youth-Adult Partnerships (Y-AP) demonstrated that when young people participate in the decision-making processes of the organization and of the community where they are involved, in a collaborative non-hierarchical process with the adults, they improve their level of confidence, empowerment, agency and community connections. This study sought to understand the quality of relationships between adults and young people in these organizations, and how these affect both groups. In addition, the impact of participation and Youth-Adult Partnerships (Y-AP) on Positive Youth Development (PYD), particularly on youth empowerment, on levels of psychological agency and community connectedness were analyzed. This research used multiple methods in order to combine the qualitative and quantitative approaches and to maximize both their strengths. The internal validity of the instrument was tested and the program quality contribution for PYD was explored, particularly with regard to youth-adult partnerships in organizations and community-based associations.

Program quality and the context together had a greater contribution to empowerment, beyond the context. The component that most contributed in predicting empowerment was youth engagement in the organization program. Furthermore, program quality was a predictor of psychological agency and community connectedness beyond the context measures. In both cases, youth voice in decision-making gave the greatest contribution in comparison with the other program quality constructs. The model that best predicted good psychological agency and community connectedness was the one that considered both the context and the possibility of youth expressing their voice in decision-making processes. In conclusion, adding program quality to the context improved all variables (empowerment, psychological agency and community connectedness).

You're doing what? Delphi study describing usual care for youth with autism and externalizing behaviors Danielle Stewart, MSU; Lindsey Gordon, MSU; Leigh Rauk, MSU; Connor Kerns, Drexel University; Tamara Rosen, Stony Brook University; Bianca Marro, Stony Brook; Lauren Moskowitz, St. John's University; Allison Wainer, Rush University Medical Center; Latha Soorya, Rush University Medical Center; Elizabeth Cohn, Adelphi University; Matthew Lerner, Stony Brook University; Amy Drahota, Michigan State University

Autism spectrum disorder (ASD) affects 1 in 68 individuals, and often involves co-occurring externalizing behaviors (EB) which cause significant challenging behaviors and negatively impacts social, family, and school functioning. Dissemination and implementation (D&I) research is vital for translating evidence-based practices into communities to reduce the research-to-practice gap. However, utilizing effective D&I strategies requires an understanding of usual care services delivered to youth with ASD and EB by community providers. Objective: To understand usual care services for older youth (7-22) with ASD and EB. Using an online Delphi technique, snowball sampling was used to recruit a panel of 66 expert ASD providers representing multiple disciplines nationally across the US. Round 1 began with 50 intervention strategies and descriptive examples derived from a systematic review of the literature. Participants rated their familiarity with each strategy on a 4-point scale ("not at all" to "very"), added free text comments, and suggested additional strategies not listed. Familiar strategies were also rated on the 4-point scale for: frequency of use, usefulness, and empirical support for reducing EB in ASD. The research team synthesized, removed, combined, modified and added items from Round 1 responses. The revised list was returned to the panel for a second evaluation. Composite results (from 80% of the initial sample) yielded a list of 56 intervention strategies, 21 of which were very familiar to ≥75% of the sample. Of these familiar strategies, few were rated as used often (2 strategies), useful (5 strategies), or empirically supported (7 strategies) to treat EB in ASD. For example, only contingent reinforcement and functional behavioral assessment were reported as used frequently, although more strategies are empirically supported. Results underscore the need for evidence-based D&I strategies supporting the use of evidence-based practices in community settings thereby improving the quality of services delivered to youth with ASD.

The Attitudes and Reading Behaviors of Parents Julia Siwierka, Wichita State University; Rhonda Lewis, Wichita State University; Deborah Ojeda, Wichita State University

Nationwide, 32% of fourth grade students read at or below the "basic" level (NCES, 2013), and students who cannot read at proficient levels by the third grade are four times more likely to drop out of school later (Hernandez, 2012). In Kansas, there are drastic disparities in reading proficiency by socioeconomics and race (Kids Count, n.d.). Using the Social Cognitive theory, this study sought to uncover parents' personal attitudes and reading behaviors, which can influence their children's. Additionally, this study wanted to ask what barriers prevent parents from encouraging their children's reading. A mix of quantitative (collected through a survey) and qualitative data (focus groups with parents of K-3 students—"lost years" in the research) were used. Results indicate that overall, parents have favorable attitudes towards reading, but there are disparities in parent behaviors. Parents also mentioned changes in curriculum as being a major barrier to their own reading involvement.

Voluntary Civic Engagement in Egypt; a Pathway to Employability? Karen Fanous, American University

The political turmoil that was precipitated by the January 2011 uprisings and the demographic youth bulge has left Egypt with a very high unemployment rate, especially among youth where it has exceeded a quarter of the youth population (Aggour, 2015). A major contributor to unemployment is the mismatch in the economy between the skills and abilities of university graduates and what employers seek. This presentation portrays the outcomes of voluntary civic engagement in Egypt, focusing on its potential to complement traditional education with the needed skills for the labor market, thus improving youth employability. A literature review was conducted for desired characteristics of youth transitioning to the job market as depicted in employability models. The Graduate Employability Model (Bezuidenhout, 2011), which was developed in South Africa, was selected as a representative definition of employability due to its relative cultural applicability to Egypt. Nine mixed-sex focus-groups were conducted with 67 university undergraduate civically-engaged students, chosen by purposive sampling. Transcripts were then analyzed using thematic coding with a focus on the participants' perceived outcomes of their civic engagement. This produced a complex model of civic engagement outcomes that were then compared to the GEM. It was found that there is great overlap between the outcomes of joining civic engagement in Egypt, and the GEM employability model. This suggests the potential of civic engagement as a culturally-suitable stepping-stone for youth in Egypt towards employment. Special significance will be given in this presentation to the main aspects of the GEM that overlap with the civic engagement outcomes. Moreover, it will also discuss the outcomes of civic engagement that are directly shaped by the context on one hand, and the civic commitment to serve the nation on the other.

Enhancing the support provided to unaccompanied youth through needs assessment and evaluation (Global Alliance for Behavioral Health and Social Justice) Andrew Gadaire, University of North Carolina at Charlotte; James Cook, University of North Carolina at Charlotte; Ryan Kilmer, University of North Carolina at Charlotte

Unaccompanied children from Honduras, Guatemala, or El Salvador who have fled their homes and traveled to the United States alone, are often placed with extended family or foster families. In Charlotte, NC, these youth are required to enroll in school while their immigration status is determined in court. However, these youth face various barriers to success inside and outside of school, including lack of English skills, low academic motivation and confidence, trauma experienced in their home country or on their journey to the US, mental health challenges and limited access to health and educational resources. Through a graduate-level program evaluation course at UNC Charlotte, the presenter worked with leadership in the Immigrant Services program of Communities in Schools, which provides

support to unaccompanied youth. This poster will describe the steps taken to assist the program in assessing students' needs, identifying school-wide trends, and demonstrating the effectiveness of program activities. A measure was developed in collaboration with the Immigrant Services team to assess students' needs and strengths. Included in this assessment are screening measures for academic motivation, academic confidence, social support, depression, anxiety, and the impact of trauma. The assessment also allows Immigrant Services to track students' legal needs and their connection to medical or mental health services. This poster will discuss the development and administration of the assessment measure, the findings from the first year of implementation, an evaluation of the measure, and potential uses of the measure moving forward.

Evaluating Engagement in Strong Fathers: A Mixed-Methods Approach (Global Alliance for Behavioral Health and Social Justice) Christine Shahan Brugh, North Carolina State University; Joseph Simons-Rudolph, North Carolina State University; Joan Pennell, North Carolina State University

Male-perpetrated domestic violence creates negative impacts beyond the direct harm caused to the partner by fostering insecurity and stress in exposed children (Lourenço et al., 2013). Fathers are involved in half of all parent-perpetrated child maltreatment (50%) and child fatalities (51%) despite providing less childcare than mothers (US DHHS, 2016). Strong Fathers, a program developed in North Carolina (USA) for abusive fathers whose families are involved in child welfare services, aims to counteract the negative impact of abusive fathers on children's lives. The Center for Family and Community Engagement at North Carolina State University provides ongoing evaluation of the program. Strong Fathers' curriculum is based on parenting and batterer-intervention programs in the U.S. and Canada (Ake, Bauman, Briggs, & Starsoneck, 2009). It integrates cognitive behavioral therapy and feminist psychoeducation with a trauma-informed focus on healthy child development. The program supports efforts by men to be good fathers, without excusing their abuse. The goal of the group program is to promote safe and caring relationships between the father and family. Multilevel modeling will be used to analyze data from implementation sites and state records on child maltreatment for within- (age, risk level, goal achievement) and between-individual (racial composition, implementation site, percent of peers completing the program) differences in total sessions attended and fathers' self-assessment of goal achievement. Qualitative analysis of fathers' weekly parenting logs will examine underlying masculinity elements and growth during the program. Analyses will look at the role of the father and program elements that foster growth, reflection, and change. Integrating quantitative and qualitative analysis will build support for reasons behind men's engagement in Strong Fathers. Attendees will be encouraged to discuss ways in which this work could be improved and will be invited to read a selection of de-identified excerpts from the fathers' weekly parenting logs.

Implementation and Evaluation of a Jail-to-Community Continuum of Care for Adults with Behavioral Health Problems (Global Alliance for Behavioral Health and Social Justice) Sarah L Desmarais, North Carolina State University; Candalyn Rade, North Carolina State University at Raleigh; Elizabeth Burris, North Carolina State University; Gary S Cuddeback, University of North Carolina at Chapel Hill; Kiersten L Johnson, RTI International; Megan L Comfort, RTI International; Kim T Mueser, Boston University; Richard A Van Dorn, RTI International

Adults with behavioral health problems are overrepresented in jails (Steadman et al., 2009). Despite an inmate's constitutional right to adequate healthcare (Cohen & Dvoskin, 2016), behavioral health treatment in jails is limited. Several barriers limit opportunities for behavioral health treatment in jail, such a focus on incapacitation and punishment rather than rehabilitation (Chandler et al., 2004). There also is a lack coordination between jail and community-based agencies, which may act as a barrier to engagement in services following release (Osher, Steadman, & Barr, 2003). These barriers have contributed to unmet behavioral health needs and (re)arrest among this vulnerable population (Osher & Drake, 1996). This poster describes efforts to address these social issues through the adaptation and open trial of two evidence-based treatments, dual-diagnosis motivational interviewing (DDMI) and integrated group therapy (IGT), for delivery to adults with behavioral health problems across a jail-to-community continuum of care. We used a community-engaged and iterative process for adapting DDMI and IGT, including consultation with community stakeholders and experts. Ultimately, the adapted intervention consisted of two DDMI sessions in jail, 12 IGT sessions in the community, and explicit jail-community communication protocols. Prior to the open trial, study clinicians participated in one day of introductory training and a second day of training focused on site-specific issues. We collected qualitative and quantitative data regarding acceptability, fidelity, and feasibility of the intervention and research protocol from inmates and clinicians during semi-structured interviews and focus groups, respectively. We also reviewed administrative records and communication logs. In total, 15 justice-involved adults with behavioral health problems and four clinicians participated in the open trial. Findings have the potential to improve services for justice-involved adults with behavioral health problems across a jail-to-community continuum of care. They also may inform methods for conducting rigorous and community-engaged research in correctional settings.

Micro aggressions and High-Risk Substance Use among Multiracial University Students (Global Alliance for Behavioral Health and Social Justice) Miesha Marzell, Assistant Professor; George Pro, Graduate Student

Our goal was to determine if perceived racial and ethnic microaggressions (REMs) were associated with high-risk substance use among students at a large, public university in the Midwestern US. The sample consisted of 340 (66% female) self-identified racial and ethnic minorities (i.e., African-Americans, Hispanics, American Indian/Native Alaskans, Middle Eastern/Arab Americans, Native Hawaiian/Pacific Islanders, and Asians). In Fall 2015, participants completed the Revised 28-Item Racial and Ethnic Microaggressions Scale on-line. Alcohol use was determined using the AUDIT-3, and marijuana, opioid, and amphetamine use were also assessed. Whereas most participants (95.9%) indicated REM exposure, only one group had higher odds of risky substance use behaviors. A multivariate logistic regression model showed that multiracial students were nearly twice as likely as any other group to report heavy drinking (OR = 1.99) that was significantly driven by REM exposure (p=0.047). Also, REMs strongly influenced their marijuana use (OR=2.49; p=0.03) and use of alcohol combined with other drugs (OR=3.36; p=0.04). This result suggests a need to target multiracial students for prevention strategies to reduce substance use and substance-related harm. In general, findings indicate that high-risk health behaviors on college campuses may be related to perceived racial and ethnic discrimination (as well as racial and ethnic identification). Future research should investigate the dynamics of multiracial students being at higher risk for substance use than other minority groups when they experience racial and ethnic microaggressions.

Experiences of Marginalization across Campus Contexts, Peer Support and Belonging among Racial/ethnic Minority College Students Attending a Predominantly White Institution Andrea Negrete, University of Virginia; Jamie Albright, University of Virginia; Aisha Griffith, University of Virginia; Briana Akani, University of Virginia; Noelle Hurd, University of Virginia

Racial/ethnic minority college students entering predominately white institutions (PWIs) may encounter experiences of race-based marginalization on campus, which can reduce students' sense of belonging and subsequently contribute to a variety of negative outcomes. Positive peer interactions can increase sense of belonging and peer social support may buffer the effects of stress in young adulthood. Therefore, the current study examined whether peer support moderates the relationship between race-based experiences of marginalization and sense of belonging among racial/ethnic minority students at a PWI during the first semester of college. Participants were surveyed in the fall semester of their first academic year. The sample consisted of 251 Black/African-American (37.8%), Multiracial (26.7%), Asian (21.9%), Latino (13.1%), and Native American (0.4%) students. Thirty-eight percent identified as first generation college students and 68% were female. Participants reported experiences of feeling marginalized using the Perceptions of Prejudice Scale (Massey & Charles, 2000). This measure asks students to what extent they have felt uncomfortable, heard derogatory remarks, or experienced discrimination based on race or ethnicity in classrooms, social spaces, and campus more generally. Students characterized support received from peers using a modified version of the Inventory of Socially Supportive Behaviors (Barrera et al., 1981). Sense of belonging was assessed using the Psychological Sense of School Membership scale (Goodenow, 1993). Demographic variables were self-reported. Consistent with the literature, a hierarchical multiple regression analysis found that experiences of race-based marginalization across campus contexts were negatively associated with sense of belonging at the university. While peer support countered the toxic influence of race-based marginalization, it did not buffer against these experiences. The results suggest that peer support, while potentially offsetting the negative effect of race-based experiences of marginalization on belonging, did not directly reduce the harm caused by these experiences. Implications will be discussed.

Making Connections to Facilitate Economic Empowerment Services for Domestic Violence Survivors Christina Soibatian, DePaul University; Annie Wegrzyn, DePaul University

Domestic violence advocates support survivors as they navigate community systems to obtain needed services and prevent future partner violence. Although advocates acknowledge economic empowerment interventions are critical to victims' safety, the ecological factors that impact how advocates are providing these services have not been examined. This poster specifically explores the role of advocates' relationships in multiple ecological contexts that challenge and facilitate their abilities to provide economic empowerment services to survivors. Findings from 20 qualitative interviews with domestic violence advocates in the state of Illinois reveal how specific characteristics of advocates' relationships with survivors, colleagues, other service providers, and community members impact the economic empowerment interventions they are able to provide. Identifying characteristics that promote and improve advocates' relationships at multiple levels may improve the response to survivors regarding their economic issues.

Paraprofessional parenting interventions in Haiti Gabrièle Gilbert,
Université du Québec à Montréal; Melissande Amédée, Université du Québec à Montréal; Sophie Gilbert, Université du Québec à Montréal

In Haiti, as in several developing countries, there is a tremendous lack of psychosocial services and professionals. In particular, little is done in the fields of prevention and health promotion. Furthermore, cultural and religious traditions support educative parental behaviour similar to what most Western countries would consider as maltreatment. Ten years ago, a group of citizen of Grand Goâve (a small city in the western department of Haiti), already involved in their community (in different fields: nurse, bus driver, farmer, etc.), decided to provide psychosocial services to their fellow citizens. In collaboration with mental health professionals from Montreal, they received training and supervision especially regarding parental competence. Over the last 3 years, the group of 7 community workers developed different services to achieve the goal of reducing parental violence toward children in their community. Among those services, they progressively implemented home visits for new mothers, knowing that most of them were single, struggling with family conflicts, and very young (teenagers or young adults). The purpose of that service was to promote healthy development (physical and psychological) of the child, and to prevent further maltreatment, considering the high prevalence of risk factors (maternal depression and isolation, lack of economical et affective support, etc.). This presentation will describe the progressive adaptation of that program (thanks to the action-research setting) in accordance to the community workers expertise on local and cultural specificities. Also, we will present the next phase of that project, including measurement of early childhood development relating to those multimodal interventions.

Building Resilience in the High School Transition: Context Matters in Project Arrive Group Mentoring Hannah Joseph, Georgia State University; Scot Seitz, Georgia State University; Christyl Wilson; Katie Hale; Wing Chan, Georgia State University; Gabriel Kuperminc, Georgia State University

Project Arrive (PA) is a high school group mentoring program that is designed to prevent school dropout among 9th grade students in a large, urban school district in California. PA works primarily with students identified through an early warning indicator (EWI) system, which identifies 8th grade students at risk for high school dropout because of low attendance and/or low grades. The current study used a resilience framework to examine contributions of perceived mentor-mentee relationship quality and quality of group processes to gains in internal (e.g., self-efficacy) and external (e.g., meaningful participation in school) resilience assets that are expected to predict subsequent gains in academic performance and well-being. This poster focuses on how the group context of PA may foster developmental and relational processes that enhance youths capacity for resilience (Kuperminc & Thomason, 2014). We examine youths perceptions of overall group cohesion, including sense of engagement in group activities, trust and belonging, and reports of mutual help among group members (all internally consistent, range 1-4). Using mid-year and post-test data, we first examined how these processes change over the course of participation. Next, we examined the contributions of group processes to gains in internal and external resilience assets from pre- to post-test. Perceived mutual help increased from mid-year (M = 2.99, sd = 0.69) to post-test (M = 3.18, sd = 0.74), t = 2.73, p < .05, as did perceived trust and belonging (M = 3.17, sd = 0.69 at midyear and M = 3.34, sd = 0.64 at post-test), t = 2.44, p < .05. Youth's positive relationships with mentors also improved slightly from mid-year (M = 3.33, sd = 0.63) to post-test (M = 3.43, sd = 0.63), t

= 1.76, p < .10. In multiple regression analyses, controlling demographic covariates and baseline scores on dependent variables, each of these processes predicted increased self-efficacy (ß = .21 to .31, p < .05) and meaningful school participation (ß = .20 to .35, p < .05). Group processes, but not mentor relationship quality, predicted increased sense of school belonging (ß = .17 to .18, p < .05). These findings suggest that group social processes, including trust and belonging, mutual help, and engagement in group activities, play a critical role in facilitating positive outcomes for youth in group mentoring settings.

091. Methods Seeking the Psyche of a City: A Conversation on Detroit, Community Psychology, Liberation, and the Arts
SCRA
«The Innovative Other»
1:15 to 2:30 pm
Social Sciences Building: FSS 4012

Community psychology seeks to psychologically examine whole communities (Sarason, 1995), and even whole cities. Community psychologists are also focused on researching settings where grassroots empowerment has developed, thus to better understand how psychologists can foster such efforts within community development efforts (Rappaport, 1995). This session is intended to begin a broader dialogue in community psychology and beyond about how we can seek out the psyche of a city. We want to examine this city's strengths, and how this city is now showing so much potential for innovation, empowerment, liberation and transformation. This innovative session, we believe, is best started through observing and discussing the arts, including its street art, and other local innovations. Within this session we take an ethnographic approach by facilitating discussion around the development of a videography of local art and history of this community. We will also discuss a case study of an innovative community organization's work in Detroit, called the InsideOut Literary Arts Project. From there, the session will open up to all attendees to have dialogue of what is happening in Detroit, what can happen, and what can be done from a community psychology perspective to help understand these activities through frames such as participatory action research, photovoice/videography, and other psychological and community psychological theories of empowerment, dominant and alternative settings, narratives, and sense of community.

    Presenters:
        Brad Olson, National-Louis University
        Susan Opotow, John Jay College and The Graduate Center, City University of New York
    Session Organizer:
        Tiffeny Jimenez, National-Louis University
    Moderator:
        Tiffeny Jimenez, National-Louis University
    Discussants:
        Lori Markuson, National-Louis University
        Rachel Jantke, National-Louis University
        Johnny Lee Mullins, National Louis University

092. You Matter, Your Body Matters: Addressing barriers to sexual health service access for women with psychiatric disabilities
SCRA
«The Innovative Other»
1:15 to 2:30 pm
Social Sciences Building: FSS 5028

As part of the Sexual Health Services Access for Women with Psychiatric Disabilities project, our research team came together to better understand the sexual health service access experiences of women with mental health issues who have had personal experiences of mental health, or addiction services. We held an initial brainstorming session with service providers working in sexual and mental health services, interviewed 22 women with psychiatric disabilities and two key informants, and hosted a sexual health workshop and provider feedback session. Our study found that overwhelmingly, women living with psychiatric disabilities preferred to access sexual health services in the community sector. Participants largely described feeling safe, supported and understood in the community services they accessed, but in contrast, often felt marginalized, stigmatized, and sometimes re-traumatized when they accessed services in the hospital sector. Many of our participants reported current or past experiences of violence or trauma that profoundly impacted their need for, and comfort accessing, sexual health services. Recognizing and building on existing community-based knowledge and practice in this process is crucial. As such, we are calling on those who work with women in the capacity of sexual health, mental health, or primary care services to join us in addressing the barriers that this project has revealed. While sharing project findings will be part of this session, the overarching goal is to use this time to identify points of intervention where we, as community-based practitioners can incite change.

    Presenters:
        Lauren Munro, Wilfrid Laurier University
        Lori Ross, Dalla Lana School of Public Health, University of Toronto
    Session Organizer:
        Lauren Munro, Wilfrid Laurier University

093. Inclusive research with adults with cognitive impairments: Challenges and good practices
SCRA
Symposium
1:15 to 2:30 pm
Social Sciences Building: FSS 7003

Research often acquires information about persons with cognitive impairments indirectly through third parties, such as their caregivers. However, persons with cognitive impairments are capable of providing useful and relevant information, and want to be included in conversations relevant to their lives. Therefore, it is important to include persons with cognitive impairments in research activities; many have expressed a desire to be included. Inclusive research has shown that it is indeed possible to engage individuals with cognitive impairments in research. Research, however, must be designed to address possible issues such as communication limitations obtaining informed consent, and accessibility of research material and process. Our research team, Ideas for Inclusion, advocates for inclusive research and engages in a wide array of projects, which directly involve persons with cognitive impairments. This symposium will present successes and challenges related to inclusive research and present practical recommendations for directly including this population in research.

    Participants:
        Inclusive research with adults with cognitive impairments: What do ethics have to do with it? Lynne Potvin, University of Ottawa; Virginie Cobigo, University of Ottawa
        Families and Co-Constructed Experiences: Considerations for

Interviewing Multiple Respondents Whitney Taylor, University of Ottawa; Virginie Cobigo, University of Ottawa

Focus groups with older adults with intellectual and developmental disabilities: Accommodations needed for a successful project Hajer Chalghoumi, University of Ottawa; Rawad Mcheimech, University of Ottawa; Virginie Cobigo, University of Ottawa

Facilitating self-advocacy for adults with cognitive impairments when conducting inclusive research in community based service agencies Casey Fulford, University of Ottawa; Natasha Plourde, University of Ottawa; Virginie Cobigo, University of Ottawa

Session Organizer:
Hajer Chalghoumi, University of Ottawa

Moderator:
Rawad Mcheimech, University of Ottawa

094. Political Inclusiveness: How community psychology can align with conservative values
SCRA
Town Hall Meeting
1:15 to 2:30 pm
Montpetit Hall (MNT): MNT 204

Current views of community psychology tend to associate the field with liberal, progressive, or left-leaning political values and associations. While community psychology values include empowerment, social justice, and diversity, which are typically voiced by left-leaning individuals and groups in the political context, these are not the only values that community psychologist share. Community psychology as a field has not only struggled to create collaborations and partnerships with individuals and organizations representing conservative or right-leaning political ideologies, but also struggles to forge collaborations and partnerships with individuals and groups that are not represented by the left-right political dichotomy (e.g., libertarian party, green party). This town hall seeks to examine the potential for community psychologists to work successfully across the political ideological spectrum and to identify current issues and similar values that could draw upon support across party lines. To do this, the presenters will first take the attendees through an exercise to showcase the multiple political ideologies and values that exist and facilitate small group discussions regarding their divergent values. Next, the presenters will profile several political identities and values (including a brief review of the historical construction) to show alignment among the groups and alignment with community psychology values (e.g., local control, individual rights, accountability, regulations, privatization, empowerment). The town hall will conclude with an open discussion of current political issues that community psychologists could address and receive multi-partisan support.

Session Organizers:
Melissa Strompolis, The Children's Trust of South Carolina
Brittany S. Cook, University of South Carolina

Discussants:
Taylor Scott
Jean Hill, Society for Community Research and Action
Brittany S. Cook, University of South Carolina

095. CP visibility in undergraduate education
SCRA
Roundtable Discussion
1:15 to 2:30 pm
Vanier Hall: VNR 1075

In order to grow as a discipline, we absolutely have to broaden the pipeline into our graduate programs, which means reaching undergraduates before they make their graduate school plans. Thus, undeniably, there is a need for an increased visibility of the field of Community Psychology as well as information about potential education and career options targeting undergraduates. Among other things, this session will focus on the variety of undergraduate programs in the US and abroad. The need for CP visibility and tips for raising awareness will also be discussed. DePaul University's undergraduate concentration's faculty and students will talk about their efforts for engaging and supporting undergraduate students in CP and increasing visibility on their campus and beyond. Wichita State's representatives will discuss their efforts connecting undergraduate and graduate students and highlight the multiple social change oriented projects on their campus as well as the efforts to grow the newly founded Community Psychology National Organization. UNC Charlotte's students and faculty will discuss the Community Psychology Learning Community and it's extension to a Community Psychology Learning Organization, a student-run organization that allows the students to continue to exemplify community psychology principles and values in an ongoing way. Finally, the session organizers are hoping to engage the audience in brainstorming about the barriers reaching undergraduates. We hope to come out of this session with an action plan for growing the field through awareness raising and increase in visibility of Community Psychology among undergraduates.

Session Organizer:
Olya Glantsman, DePaul University

Moderators:
Olya Glantsman, DePaul University
Anna Turosak, Wichita State University
Deborah Ojeda, Wichita State University
Katie RAMIAN, DePaul University
Jazmin Lara, DePaul University
James Cook, University of North Carolina at Charlotte
Evelyn Lopez, University of North Carolina at Charlotte

Discussants:
Julia Swierka, Wichita State University
Randy Barbour, Wichita State University
Juliana Garcia, Wichita State University
Alissa Nicole Bey, Wichita State University
Amanda Gonzalez, Wichita State University
Paigton Mayes, Wichita State University

096. Comparing homelessness interventions across sub-populations and national contexts: Who needs what and why?
SCRA
Roundtable Discussion
1:15 to 2:30 pm
Vanier Hall: VNR 1095

Homelessness is a social problem that affects multiple distinct populations. Homeless sub-populations within a given context can be seen as a product of social exclusion via differences in policy and cultural practices that shape levels of inequality and who experiences its effects (Shinn, 2008). These populations share a need for stable, decent, affordable housing, but approaches for intervening may vary based on perceived needs and causes of homelessness across sub-populations. Policymakers and activists have increasingly focused on ending homelessness among particular sub-populations (e.g., veterans, families with children, chronically homeless,

youth aging out of state care), with concurrent advances in the study of interventions to end homelessness among these sub-populations. The purpose of this roundtable is to bring together an international group of researchers who have evaluated homelessness interventions among different sub-populations to discuss commonalities and differences across sub-populations, national contexts, and intersections between the two with respect to social inequality. We will also seek to synthesize recent advances in intervention research among varied sub-populations to further understanding of the causes and consequences of homelessness and the extent to which interventions should be universal, targeted, or tailored. Comparison of the politics involved in different intervention strategies across national contexts will also be considered. We will invite audience members to participate by sharing their own reflections on both commonalities and diversity observed among people who experience homelessness and implications for practice and policy.

Session Organizers:
Scott Brown, Vanderbilt University
Ronni Greenwood, University of Limerick

Moderator:
Scott Brown, Vanderbilt University

Discussants:
Marybeth Shinn, Vanderbilt University
Patrick Fowler, Washington University in St. Louis
Paul Toro, Wayne State University
John Sylvestre, University of Ottawa
Tim Aubry, Universtiy of Ottawa
Ronni Greenwood, University of Limerick

097. Building Better Systems for Effective Disaster Response and Recovery: Insights from the Field
SCRA
Symposium
1:15 to 2:30 pm
Vanier Hall: VNR 2075

Norris and colleagues (2008) described community resilience in the context of disasters as "a process linking a network of adaptive capacities to adaptation after a disturbance or adversity" (pg. 127). Adaptive capacities can be embedded within the attributes of affected populations, community infrastructure, organizational systems, and policy frameworks. As will be illustrated by the research presented in this panel, the systems in place in advance of and in response to a major crisis or disaster have the ability to both enhance as well as undermine community resilience. By systems, we are referring to informal community institutions, formal organizational networks, and policy tools and frameworks that shape, enable, and constrain the capacity of a community to respond to and recover from a significant crisis or disaster. We examine three different types of disasters, ranging from the humanitarian immigrant crisis in Europe, wildfires in the American West, and a Hurricane along the East Coast of the United States. While reflecting diverse contexts, each of the papers seeks to foster dialogue and offer new insight into key elements of system design for improving community resilience in the wake of a crisis.

Participants:
Unintended Consequences: Impacts of Home Buyout Programs on Non-Participating Adjacent Households Sherri Brokopp Binder, BrokoppBinder Research & Consulting; Rose Bender, BrokoppBinder Research & Consulting; Charlene Baker, University

of Hawaii at Manoa; John Barile, University of Hawaii at Manoa; Paige Weir, University of Hawaii at Manoa; Emily Badillo, University of Hawaii at Manoa

In the wake of Hurricane Sandy, the State of New York launched a home buyout program as part of a broader disaster mitigation effort. Home buyout programs are non-structural mitigation tools designed to permanently relocate households out of areas considered to be at risk for future hazards. Through this program, residents of some heavily damaged coastal communities in New York City were offered home buyouts, while other heavily damaged communities were not included in the buyout. While the focus of previous studies has been on households that participate in buyouts, the success of home buyout programs is determined, in part, by the unintended impacts on surrounding communities and non-participating households. This study examined the secondary impacts of New York's home buyout program on households located immediately adjacent to a relocated community. This assessment of the secondary impacts of buyouts is unique in the literature but critically important in terms of increasing our understanding of the potential radiating impacts of buyout programs. We present findings from a mixed-method longitudinal study of households located in this adjacent community (N=41), and compare outcomes with those of relocated households (N=31) and households in a control community (N=43). Household outcomes are assessed using measures of social capital, stress, place attachment, and perceived risk. Implications for relocation policy and practice are discussed in the context of acute, repeat, and slow onset hazards, including forced relocation due to climate change.

Beyond the Incident Command System: The Structure of Effective Governance of Disaster Response Networks Branda Nowell, North Carolina State University; Toddi Steelman, University of Saskatchewan

A response to a complex disaster is, by definition, a networked enterprise. The nature of these disasters means that no individual, organization, or agency has the jurisdictional authority, legitimacy, or resource/technical capability to effectively assume hierarchical command and control of the entirety of all aspects of the disaster. Rather, these incidents are collectively managed through the actions and interactions of a myriad of local, state, and federal agencies, private and nonprofit organizations, and informal groups of local actors linked together through a fragmented web of formal and informal relationships. The incident command system is commonly used as a guiding framework for coordinating disaster response operations, however it has been argued to have limitations in dynamic and complex network contexts. This raises questions concerning the effective structure of network governance during disaster response. We presented findings from a cognitive network study of elite incident commanders. Findings suggest that a modified core periphery network structure may have some key advantages in maintaining operational functionality despite changes in the size, scope, and composition of a disaster response network. We then advance this line of research by investigating the role of these network structures in the management of two complex, transboundary wildfire disasters that occurred in the American Mountain West. Based on a secondary analysis of network data, field notes from on-site observations, and analysis of interview transcripts from 73 incident responders, we address: 1) the extent to which the realized network structure of each incident conforms to the idealized core-periphery structure, 2) the extent to which conformity or lack thereof appears to be linked to network performance, and 3) the factors that shaped the network structure. This research has implications for both how we understand governance structures in transboundary response from a

theoretical and practical perspective. Insights have the potential to help us understand both the opportunities for and limits to the role of ICS in disaster responses.

> Interorganizational and Cross-Sectoral Partnering: Refugees in Europe Eric Martin, Bucknell University; Isabella Nolte, Queen's University, Belfast

The recent and well-documented influx of migrants into Hungary and the neighboring countries of Macedonia, Bosnia, Serbia and Croatia caught local officials and NGOs off-guard. The resulting humanitarian concerns serve as a massive external shock to both the public and civil society sectors. This regional setting represents an intriguing environment to explore NGO and CSO (civil society organization) behavior in the face of dramatically changing external environments. Taxing already overburdened social support systems with such a powerful, complex and sudden exogenous shock provides an intriguing and fruitful setting for research into the development of CSOs and NGOs, their partnering within and across sectors, and the general impact of such sudden emergencies on organizations. DeHoog & Racanska (2001) argue that civil society represents "the set of civic, political, religious, social, and economic associations and relationships that lie between the state's domain and the family and individual domain" (p.5). , interorganizational partnering is an integral part of civil society. Increasingly, this is understood as a cross-sectoral activity as well. Civil society activities are not only for nonprofits. Business and government are stakeholders and indeed partners in this process often. In a situation such as this, all three worked together to varying degrees during the immediate crisis. How those relationship mature and evolve over time is of interest and quite relevant to this body of literature. Also of importance is the role of international players – both those seeking assistance (migrants and their advocates) and those providing assistance (USAID, EU and UNHCR, for example) Researchers criticize that international aid organizations often provide services without sharing their knowledge with local actors, thus hindering local, independent development (Chahim/Prakash, 2014). We explore two primary research questions: (1) What types of motives for collaboration prevail within networks of local and internationally based aid organizations? And (2) How does local involvement affect services provided for development aid? We explore these questions through in depth interviews with country directors of NGOs, coupled with surveys of key players in international networks and associations.

> Reducing Social Vulnerability to Climate Change and Extreme Weather Events: The Role of Risk Perception in a Social Environmental Context Brandon Charles Hey, Wilfrid Laurier University; Allison Eady, Wilfrid Laurier University; Manuel Riemer, Wilfrid Laurier University; Anne Wilson, Wilfrid Laurier University

As the global climate changes, extreme weather events such as heat waves are on the rise, and are having a disproportionate impact on socially vulnerable groups. Seniors are among those with the highest risk of negative effects of heat waves, as evidenced by the number of seniors affected by the 2003 European heat wave that killed tens of thousands (Wolf et. al, 2010) and the 1995 Chicago heat wave that killed almost 900 elderly residents (Klinenberg, 2002). In order to mitigate the threats of extreme weather, it is critical to develop and promote resources for coping during these events. However, mobilizing the Canadian public to respond to our changing climate has proven challenging, since perceptions of both general and personal risk associated with these events remains low, even among those most at risk. Researchers in disaster mitigation suggest that a better understanding of risk perceptions and the factors that influence

them is needed in order to improve public responses to threatening events (Smith, 2006). However, there has been little exploration of either the perceptions of the risks of extreme heat or of the social context of risk and resilience to climate change among seniors. Our study examined risk perceptions and coping practices in seniors in Waterloo Region, Ontario using qualitative interviews with fifteen residents aged 65 or older, and a survey of more than 200 seniors across the region. In this presentation, we will discuss the challenges of doing research on climate change in a hard-to-reach population with low risk perceptions around climate change, along with our findings on seniors' awareness of climate change, perceptions of personal and general risks of heat waves, the availability and accessibility of resources for coping with extreme heat, and suggestions for further resources. This research has important implications for public policy, health education, and local resource planning.

Session Organizer:
Allison Eady, Wilfrid Laurier University
Moderator:
Branda Nowell, North Carolina State University

098. Detention and Deportation: Seeking Justice for Migrants, Asylum Seekers, and their Children
SCRA
Roundtable Discussion
1:15 to 2:30 pm
Vanier Hall: VNR 2095

This roundtable discussion centers on seeking justice for migrants, asylum seekers, and their children. The current political climate in North America and Europe is often unfriendly toward people emigrating and seeking asylum, and may only be worsening. We aim to discuss what is driving the current multiple migrant and refugee "crises," the arbitrary realities of detainment in several national contexts, issues facing individuals and families arriving in host countries after being released from detention, issues facing individuals and families who have arrived in host countries and now face broken immigration systems, and current efforts to take action to support migrants and asylum seekers. We will discuss the power of language used to describe this phenomenon and how such framing can support the criminalization of migration and impact access to services. We will examine responses to these crises implemented across several countries and will discuss the relative impact of these initiatives and SCRA members' roles in creating change. Moreover, we will debate the next steps for individual community psychologists and the field as a whole with regard to taking action against large-scale detention and deportation and engaging in research and action to aid these communities. The discussants each bring their unique experiences and research to this roundtable. Some will share information about the lives of asylum seekers and migrants at detention centers in the US, Portugal and Italy. They will also talk about the challenges and needs of those who have been released from detention, and the responses of communities receiving them. Other discussants will contribute their knowledge on sanctuary zones and additional community-based actions taken to address these crises to stop deportations.

Session Organizer:
Emily Bray, University of Illinois at Chicago
Discussants:
Francesca Esposito, ISPA University Institute
Maria Bianco
Kevin Ferreira, Boston College

Fabricio Balcazar, University of Illinois at Chicago
Regina Langhout, University of California-Santa Cruz

099. Tools and Resources for Community Psychology Practice
SCRA
Roundtable Discussion
2:45 to 4:00 pm
Social Sciences Building: FSS 1005

Tools and resources for Community Psychology (CP) practice are wide and varied, however, not all are known by students and/or practitioners. This interactive roundtable will serve to that purpose, by providing different tools; from textbooks to radio platforms, from online resources to connecting with practitioners, and to a space for peer consulting and student organizing. At the beginning of our roundtable, we will focus on two books: 1) Principles for Social Change, which will serve as a guide towards second order change, and 2) Diverse Careers in Community Psychology, which will be presented as a tool for identifying the multiple settings in which individuals with CP training can work. Afterwards, the host of RadioActive (a CP themed radio show), will share her experiences using the radio to provoke listeners to think differently about social change and social justice and to help shift how we think, act and react to social change efforts in our research and practice. We will also share SCRA's newest tools, such as an outward facing website devoted to promoting the field of CP, a new e-newsletter, and enhanced social media and webinars, aimed to assist and improve CP practice. We will also discuss how to shorten the gap in CP training by using the "Connect to a practitioner resource", which aims to connect masters and doctoral level graduate programs and current students to community psychology practitioners around the world; and the "Peer Consultation Calls", a monthly call which serves students and practitioners to share their work and experiences and learn from their practice. Lastly, we will share how a CP student association at Wichita State University, served to inform about CP values and practice, and led the way towards advocating for social issues in their community.

Session Organizer:
Carlos Luis Zatarain, Wilfrid Laurier University
Moderators:
Olya Glantsman, DePaul University
Thomas Wolff, Tom Wolff & Associates
Discussants:
Leonard Jason, DePaul University
Judah Viola, National Louis University
Natalie Kivell, University of Miami
Jean Hill, Society for Community Research and Action
Deborah Ojeda, Wichita State University
Ashley Elizabeth Anglin, Atlantic Health System

100. Community University Partnership on Indigenous Rights and Resource Governance
SCRA
Symposium
2:45 to 4:00 pm
Social Sciences Building: FSS 1006

The United Nation Declaration on the Rights of Indigenous Peoples (UNDRIP), is an important international consensus document, setting "the minimum standards for the survival, dignity and well-being of the Indigenous peoples of the world". UNDRIP reinforces the global movement toward a human rights framework expressed and defined through international law. Unfortunately, the principles set out in this emerging legal regime are often neglected in practice. Nowhere is the contradiction between legal order and policy practice more apparent than in the multiple cases of social conflict around resource development on Indigenous ancestral territories. In the absence of an intercultural, rights based framework, Indigenous peoples have been positioned as "standing in the way of progress", while being disproportionately and negatively affected by industrial processes. We will discuss Laurier's Indigenous Rights and Resource Governance Research Groups processes of engaging academic partners and Indigenous communities across north and south America in understanding and advancing the right of Free Prior and Informed Consent in resource extraction and all matters affecting Indigenous lands and resources.

Participants:
Canada's Failing Grade: Assessing human rights compliance Jackson Smith, Sustainable Societies Consulting Group

Compliance of human rights norms requires the application of pressure from a multitude of directions and levels. It takes individual advocacy, micro-system/organizational/community-level pressure, and macro-level pressure from other nation-states and international organizations and governance bodies. This presentation focuses on my Master's research, where I studied the mechanisms employed by the United Nations to monitor the compliance of signatory nation-states to the standards for rights established in the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and piloted a UNDRIP compliance assessment tool. A crucial goal of this study was to translate the UN Special Rapporteur on the Rights of Indigenous Peoples (UNSRRIP), James Anaya's, findings on the situation of Indigenous Peoples in Canada into a quantified score of compliance to the Articles of the UNDRIP in the areas of self-government and self-governance, consultation and free, prior and informed consent (FPIC), and land and natural resources in order to establish a baseline score for subsequent evaluations to be compared for the purpose of monitoring compliance to the Declaration over time. The study found that Canada is failing to comply with the rights standards set out in the declaration and, for some of these rights, is actively violating them. The study also found significant gaps in the United Nations' monitoring and reporting mechanisms and makes recommendations for improving monitoring efforts in order to increase the pressure for state compliance.

Governing mechanisms of a regional framework: A network analysis of free, prior, and informed consent in resource development on Indigenous territories Courtney Arseneau, Wilfrid Laurier

Network analysis is a method of exploring the relationships and processes that govern decision-making, collaboration, and information sharing about a collective interest. In the context of resource development on Indigenous lands and territories in northern Ontario, exploring the ways in which neighbouring Indigenous communities engage in decision-making allows us to consider the challenges and opportunities of a regional framework of consultation and free, prior, and informed consent (FPIC). This paper presents the findings of a mixed methods network analysis across nine Indigenous communities that map the numerous governing actors and processes involved in resource governance and their implications for engaging in processes of consultation and consent. Further, the knowledge needs and information sharing processes related to resource governance and FPIC within and across the nine communities are discussed. Critical questions are raised regarding the challenges of establishing a community-driven regional strategy for resource governance in light of current industry standards, legislation, and Indigenous rights frameworks, and reflections on

the methodological approach of the study are presented. Opportunities for community psychology to contribute to this practice are identified and policy implications for enforcing the duty to consult and the Indigenous right to FPIC are discussed.

Indigenous Governance: The case of Matawa communities in the Northern Ontario DARREN THOMAS, WILFRID LAURIER

With Indigenous peoples' rights increasingly recognized and affirmed both within Canada and abroad; extractive industries and Governments must adhered to these rights. UNDRIP, in particular the principles of free, prior, informed, consent [FPIC] is a significant global advancement in relation to Indigenous peoples rights in relation to the conservation and or development on their lands. Canada must improve the processes of negotiation, consultation, and accommodation, given the country's constitutional obligations to Aboriginal peoples and State responsibilities as a signatory to UNDRIP in the context of continuing demands for resource development. This case study research follows nine different First Nation communities operating under the collective of Matawa First Nations Management in Northern Ontario while they consider a proposed 65 billion dollar mining development that stands to dramatically change how they conceive and understand their existence now and for generations to come. This research will involve a discourse analysis, exploring examples of regional Indigenous governance models, and visiting with Indigenous knowledge experts to consider the critical issues of jurisdiction, stewardship, and land use planning for Matawa communities; to position these findings from Matawa as a resource governance models within a national and international Indigenous Rights framing.

Coercion or Consent: An ecological view of land negotiations Terry Mitchell, Wilfrid Laurier University

According to Section 35 of the Canadian Constitution and confirmed by Guerin v. the Queen1 and Haida Nation v. British Columbia, 2 the Canadian federal government has a duty to consult with Aboriginal groups before any exploration can occur on their lands. However, while the federal government has recognized their duty to consult with indigenous communities, this has not upheld the principle of free, prior and informed consent. Rather, any consultative decision can be overturned if the federal government perceives a project to be beneficial for the greater good of the Canadian public. This interpretation of Canada's duty to consult has been challenged in numerous court cases by indigenous peoples and communities, particularly after the 2004 Haida decision where more than a hundred legal cases challenged the Crown on their policies relating to consultation practices with indigenous peoples (First Nation's Leadership Council 2013). More recently, in 2014, the indigenous right to consent within consultation processes was upheld in the groundbreaking Tsilhqot'in Nation v. British Columbia decision. I will discuss the gross yet unnamed tension between consent and coercion in the ongoing negotiation of Indigenous lands and resources for housing, clean water, education and access to health care.

Session Organizer:
Terry Mitchell, Wilfrid Laurier University

101. Complex systems science in Community Psychology: A Town Hall for innovating research and action
SCRA
Town Hall Meeting
2:45 to 4:00 pm
Social Sciences Building: FSS 1007
While complex systems science approaches have been increasingly

embraced within many scientific fields, in the social sciences the incorporation of these approaches has been sluggish. For Community Psychology, whose foci for research and action are inherently complex in nature, complex systems science provides a potent theoretical, conceptual, methodological, and analytical armamentarium for creating breakthroughs across numerous domains. However, the hegemony of traditional ("reductionist") approaches in education and training creates barriers in the proliferation of these approaches in the field. As a result, Community Psychologists almost exclusively pursue their research and action endeavors through the lens of reductionism. Extant applications of complex systems science approaches have pointed to their tremendous potential to generate scientific breakthroughs and enhance well-being. For example, these approaches have been used to understand and determine optimal intervention configurations for vexing modern problems such as chronic disease, healthcare reform, and substance use and abuse. Therefore, and as a first step to overcome the gap in education and training in these approaches in the field of Community Psychology, we provide an introductory primer for Community Psychologists for a complex systems science paradigm. Our primer for this holistic approach in addressing community-based problems includes theorizing and conceptualizing these problems as complex adaptive systems and investigating these problems using methodological and analytical techniques based in computational modeling and simulation. Finally, in anticipation that our session will have encouraged those in attendance to further explore complex systems science approaches in their own work, we will provide information on additional training opportunities that are available.

Session Organizers:
Michael Kenneth Lemke, Texas A&M University
Yorghos Apostolopoulos, Texas A&M University
Moderator:
Greg Meissen, Wichita State University
Discussants:
Michael Kenneth Lemke, Texas A&M University
Zachary Neal, Michigan State University
David Lounsbury, Albert Einstein College of Medicine
Molly Brown, Wichita State University
Yorghos Apostolopoulos, Texas A&M University

102. From engagement to resistance: The pyramid of engagement and water activism in two Canadian communities
SCRA
Workshop
2:45 to 4:00 pm
Social Sciences Building: FSS 1030
In this workshop I will present some key findings of a comparative study of community-based water activism in two Canadian communities, and use those findings to engage session participants in a critical discussion of what is known in some Canadian environmental networks as the «pyramid of engagement.» Water bottling is something that communities around the world organize themselves to oppose, especially when it involves giant multinational corporations like Nestlé Waters. For some activists at the centre of the conflict, water bottling represents a fundamental conflict that pits human and ecological need against capital accumulation. Findings across the two comparison communities, however, suggest that more broad-based community engagement around water issues tends be short-lived and fleeting, triggered by decidedly local and very concrete crises, threats or

changes to water supply. In my study, I delve into the gaps between different levels of rhetoric and engagement by exploring the trends and dynamics of community-based water activism that has been unfolding in two Canadian communities where Nestlé Waters operates. I used three primary methods to collect comparative data: (1) surveys measuring community attitudes about water issues and engagement in activist organizations; (2) in-depth interviews with key informants; and (3) an analysis of trends in coverage of local water issues. The data were gathered between February and April 2015. While emergent local issues and the perception of crisis triggered some short term community engagement, social factors such as collective identity, a sense of community, and sense of efficacy appear to be more important for sustaining and deepening engagement. Drawing on the study's findings, I will illustrate how the «pyramid of engagement» might be used to consolidate these various engagement factors into an integrated model, and then engage session participants in a critical discussion of its practical and theoretical coherence and vitality.

Session Organizer:
Robert A. Case, Renison University College

Discussant:
Robert A. Case, Renison University College

103. Breaking the silence: Creating counter-stories through arts-based with South Sudanese young women
SCRA
«The Innovative Other»
2:45 to 4:00 pm
Social Sciences Building: FSS 14001

Over the past decade the media has contributed to ongoing public discourse framing South Sudanese young people as dangerous and violent, more recently through widespread coverage of the so-called Apex gang. In 2016, incidents such as the brawl at Moomba parade in Melbourne have led to heightened tensions between the South Sudanese community and local politicians, who have publicly vowed to 'smash' these 'gangs' by increasing police resources. Young people from this community are motivated to challenge and dismantle these imposed representations and reconstruct narratives about their community. New Change is a youth-led organization within local council that involves South Sudanese Australian young women in an arts-for-social-change framework. Young women in this group have chosen to focus on speaking back to the wider public, using arts as a tool to tell a more accurate story about their community. This research project uses arts-based approach to shed light onto issues of identity, belonging and representation for this group by focusing on the arts practices in the setting. Using ethnography of sound to document activities such as spoken word, music and dance, this research aims to capture and produce a counter-story that speaks to the importance of arts-based settings for young people facing ongoing racism and discrimination. This presentation will show elements of this research project that were featured in a public documentary installation, which served as a counter-story about young women from South Sudan. This paper will explore challenges and possibilities encountered when carving out a public space in which these stories can be heard.

Presenter:
Alison Baker, Victoria University

Session Organizer:
Alison Baker, Victoria University

104. Ignite Session 5
SCRA

Ignite Session
2:45 to 4:00 pm
Social Sciences Building: FSS 2005

Participants:

Considering Cultural Safety for Law Enforcement Training in the USA Pauline Guerin, Pennsylvania State University

Cultural safety is an approach to healthcare service provision developed in New Zealand that is attracting interest and attention internationally because of its unique implications and potential. Culture, in the cultural safety model, is broadly defined with implications across many populations and groups and is not limited to 'culture' in an ethnicity or racial sense, although it is in these contexts that the model is most often applied. Culturally safe healthcare practice is determined by the recipient of care, not the provider, and requires professionals to be reflective of their practice and to be mindful of issues of power and privilege when engaging with clients. Culturally unsafe practice is that which 'diminishes, demeans or disempowers the cultural identity and well-being of an individual'. Perhaps most importantly, cultural safety requires practitioners to 'de-colonize' their practice. Clearly, the cultural safety model has powerful implications in the law enforcement context. Increasing concern about law enforcement interactions, particularly with people of color and those with mental illness, demands innovative approaches to training. Research has been promising, showing benefits of cultural safety training for both health professionals and clients. Training law enforcement personnel though a cultural safety lens has the potential to significantly improve community-police relations. Initial work towards facilitating community-law enforcement interactions will be discussed. Recommendations for how law enforcement training can incorporate cultural safety into practice will be made and strategies for how that can be assessed.

Using Intersectionality to Examine Mental Health Risk and Protective Factors Among Black Women Jaimelee Mihalski, University of North Carolina at Charlotte; Andrew Case, University of North Carolina at Charlotte

Community psychology values diversity and understanding contextual influences on wellbeing; yet, there have been few discussions on how the intersection of multiple oppressions and marginalized identities influence mental health. In this presentation, we share preliminary findings from an intersectional examination of mental health correlates among Black women. Black women in the United States report higher rates of depression than Black men and lower rates than White women. Scholars maintain that these findings indicate differential exposure to risk and protective factors in Black women compared to other groups. Intersectional research considers multiple and overlapping identities and oppressions and, thus, may provide insights into the unique risk and protective factors that influence Black women's mental health. One factor that may undermine mental health is the perception of racism and sexism (i.e., gendered racism), which has been found to be positively correlated with depression. Identity dimensions may have deleterious or protective effects. For example, racial centrality—the importance of race to one's self-concept—has been found to be a buffer in the relationship between perceived racism and psychological distress. In contrast, a qualitative study found that the "Strong Black Woman" schema, which reflects the expectation that Black women be psychologically durable without expressing emotion or engaging in wellness behaviors, creates tensions for Black women that may lead to psychological distress. We administered an online survey to 80 self-identified Black/African American women that assessed gendered racism, depression, gendered racial

centrality, and positive mental health. A simple regression revealed that the Strong Black women subscale of the gendered racism measure positively predicted depression ($\beta = 1.52$; $SE = 0.62$; $p = 0.02$) and gendered racial centrality positively predicted positive mental health ($\beta = 0.31$; $SE = 0.13$; $p = 0.03$). Implications of these findings and the utility of intersectional research will be discussed.

"A Qualitative Analysis of Racial and Gender Microaggressions in the Sciences" Amy Anderson, DePaul University

Despite an increase in earned degrees in science, women and individuals from underrepresented racial/ethnic backgrounds (i.e., African-Americans, Latina/os, and Native Americans) are not proportionally represented within science careers (National Science Foundation, 2015). Social Cognitive Career Theory (SCCT) posits that individuals' career development is impacted by contextual factors, such as perceived barriers (Lent, Brown, & Hackett, 1994). Prior research has suggested that microaggressions, or subtle discrimination about one's racial and gender identity, negatively influence educational and career development (Sue, 2010). However, further research is needed on the presence of microaggressions within the sciences specifically. The goal of this study was to explore the research question: What are the perceived gender and racial/ethnic microaggressions in the sciences? Qualitative one-on-one in-depth interviews were conducted with 12 faculty members (69% male, 31% female), 11 graduate students (55% male, 45% female), and 11 high school/college students (58% male, 42% female). Participants (N=35) represented various racial/ethnic backgrounds including 14 Latino/a-Mexican (40%), one Black (3%), 3 Asian/Pacific Islander (9%), 19 Caucasian (54%), and one Other (3%). Interview transcripts were coded and inductively analyzed using a grounded theory approach (Auerbach & Silverstein, 2003). Participants reported several microaggressions and a sample of prevalent themes includes: 1) myth of meritocracy, 2) restrictive gender roles, 3) ascription of intelligence, and 4) assumption of inferiority. These findings provide evidence for the presence of racial and gender microaggressions within the sciences and the need for further investigation given prior research suggesting the negative impact on individuals' careers . The implications for increasing diversity among women and individuals from underrepresented racial/ethnic within the sciences will be discussed. References National Science Foundation (2015) Women, Minorities, and Persons with Disabilities in Science and Engineering: 2015. Special Report NSF 15-311. Arlington, VA. Available at http://www.nsf.gov/statistics/wmpd/. Lent, R.W., Brown, S.D., & Hackett, G. (1994). Toward a unifying social cognitive career theory and academic interest, choice, and performance. Journal of Vocational Behavior, 45, 79-122. Sue, D.W. (2010). Microaggressions, marginality, and oppression. In D.W. Sue (Ed), Microaggressions and Marginality (3-22). Hoboken, N.J.: Wiley.

Understanding Black College Students' Psychological Well-Being: A Cultural Asset Approach Ciera Lewis, Georgia State University

Family is an important social context that facilitates how Black youth make sense of race. Racial socialization—the process by which parents convey messages about race to younger generations is common among Black families (Hughes et al., 2006); however, research typically focuses on how this process affects adolescents (Neblett et al., 2008). Parents often provide racial socialization messages that concern cultural pride, egalitarian views, and preparation for bias. Cultural pride and egalitarian socialization have been shown to positively impact adolescents' psychological adjustment, while preparation for bias is sometimes associated with psychological maladjustment (Neblett et al., 2008). Given previous findings, we aimed to examine whether these distinct types of racial socialization continue to have the same associations with psychological well-being when examined among Black college students. One hundred ninety-six Black college students (86% female, age M = 18.66, SD = 1.17) completed an online survey. Consistent with our hypotheses we found that cultural pride (r = .17, p <.05) and egalitarian socialization (r = .20, p <.01) had significant positive associations with well-being. Unexpectedly, preparation for bias was not significantly correlated (r = -.05, p =.51), therefore it was omitted from subsequent analyses. Cultural pride and egalitarian socialization were entered into a hierarchical regression model predicting psychological well-being; age and gender were controlled for in the first step. Cultural pride ($\beta = .02$, t = .34, p = .74) and egalitarian socialization ($\beta = .20$, t = 1.82, p = .07) did not significantly predict well-being which is inconsistent with past research that found similar associations among an adolescent population (e.g. Neblett et al., 2008). These findings will be expanded upon and implications and future directions will be discussed.

Predictors of Positive and Negative Attitudes in African American Men sonja a hilson, M.S., M.A, National Louis University

Over the past half century, the number of African Americans attending institutions of higher education has dramatically increased however there is a rapidly growing educational disparity between the genders of this population. Data from the U.S census indicates that as of 2014 approximately 22% of African Americans held four-year degrees , 179,000 held a professional or doctoral degree, and at least another 10% earned at least a two-year degree. 2013 data obtained from "The Journal of Blacks in Higher Education" asserts that while A.A men account for the majority of doctoral degree holders, women hold 58% of all African Americans with undergraduate degrees, 62% of those with a master's degree and account for 2/3rd of all blacks obtaining Doctorate level degrees. This disparity is drastically upsetting the state of the black family and community, as well is a large contributing factor to the current ailments faced by this group of peoples. In attempts to research innovative ways to create social change in the AA community through empowerment and education, an academic attitudes survey was created and administered to 150 AA men from the middle plus suburban areas and urban areas of concentrated poverty. The factors assessed include current and past demographics, community factors, academic achievement levels, early elementary years, incarceration, family obligations, addictions, gang affiliation, upbringing and personal beliefs. Indices were created which reflected observations. The primary finding was that negative academic attitudes were associated with a lack of black role models, and positive attitudes were associated with active youth participation in extra-curricular activities. Further findings suggest a strong relationship between concentrated poverty and educational achievement as well as an overall consensus that there is a lack of African /African American history taught in public education.

Social representations of refugee among parenting support services: how it can influence intervention practices Caroline Bernadette Clavel, Université du Québec à Montréal; Liesette Brunson, Université du Québec à Montréal; Thomas Saias, Université du Québec à Montréal

In response to the recent migratory crisis, Canada has increased by 30% the number of refugees admitted on its territory. Of these new refugees, 20% are in Quebec. Among these refugees are many families with young children. In general, refugee parents experience similar parenting difficulties as Quebec mainstream families. Moreover, refugee parents face additional stresses associated with forced migration and settlement in a new country: language barriers, lack of social support, etc. These

factors may contribute to affect the psychological well-being of refugee parents, as well as to psychological distress for their children. Despite these findings, little research has documented the psychosocial needs of refugee parents in Quebec. As in other host countries, Quebec parenting support services are developed within the society⬚s mainstream cultural context and are generally well-aligned to meet the needs of host country families. In Quebec, the main resource of support for parents is the Integrated Perinatal and Early Childhood Services (SIPPE). How do the SIPPE practitioners and interventions meet the needs of refugee parents who have a background and culture different from Quebec families? As part of a study aimed at documenting the refugee parents⬚ psychological needs in Québec and to explore the response of the Québec service system to these needs, a literature review was conducted in order to identify research findings and appropriate methods in the study of health workers⬚ practices and social representations regarding refugees. Preliminary results suggest that refugees are sometimes portrayed as potentially dangerous or as vulnerable, representations which likely have an impact on some workers⬚ practices. After a brief summary of current findings, the discussion will focus on how social representations of refugees and normative frameworks of parenting and social service delivery influence intervention practices. It will also enable to reflect upon the role of community psychologist in public services.

An Investigation of Strength: Refugee Students' Success in Higher Education Emily Bray, University of Illinois at Chicago

Higher education is often seen as a gateway to a better life, as it tends to improve job prospects which in turn leads to more money, higher social class, and in turn better health over the course of one's lifetime (Boyd & Grieco, 1998; Stevenson & Willott, 2007). Yet the Institute of International Education (IIE) estimates that only one percent of college-age refugees are engaged in college course work, in comparison to the worldwide average of 34 percent. The United Nations refugee agency (UNHCR) recently recognized higher education as a basic human right in its 2012–2016 Education Strategy document (UNHCR 2012). Education has been described as "the orphan of all these crises," as aid primarily goes toward other more pressing needs (Butler, 2015, p.1). Only 1.5% of global humanitarian aid goes toward refugee education. Moreover, this aid is largely used on primary and secondary schooling, not higher education (Butler, 2015). Therefore, although the UNHCR has recognized higher education as a basic human right, it appears to instead be treated as an extravagance despite its personal and community wide implications. Existing literature on refugee students and higher education tends to focus on the challenges these students face in getting into or graduating from college, including linguistic and cultural differences, interrupted schooling, lack of educational and social support, the primacy of other needs (i.e. earning money), mental health concerns, and discrimination. Refugee students' strengths and the ways in which they are able to succeed in higher education are often left out of this discussion. This ignite presentation will discuss these issues and a proposed qualitative investigation into refugee student strengths. This investigation focuses on what success means to them, what has helped them succeed in college, and what institutions of higher education can do to better serve refugee students.

The Voice of Refugee Students in School Sam Keast, Victoria University

"When you are telling your story it's like you are feeling the passion of what you used to think to be" 16 year old Congolese student. Refugee students do not slot neatly into the multicultural diversity of the Australian landscape.

They are often located at the 'margins' and they are, perceived to be the 'minority' students. Students from refugee and immigrant communities also face the challenge of trying to navigate a cultural identity within a dominant culture, especially for adolescents when identity development is at such a crucial stage. Schools provide an anchor point or site for 'cultural citizenship', meaning, "experiences of attachment and belonging to a society, which occur at the level of everyday lived experiences" (Dahlgren 2003, p.142). Often for recently arrived young people school represents their first experiences of belonging and connectedness in Australian society (Cassity & Gow, 2005). Part of their sense of belonging and social identity is their second language acquisition, and that when they speak , "they are not only exchanging information with target language speakers but they are constantly organizing and reorganizing a sense of who they are and how they relate to the social world" (Peirce, 1995, p. 18). This short presentation based on my master's thesis hopes to highlight the importance of affording and engendering spaces for young refugee students, in Australia, to practice and develop their 'voice'.

105. Community-based Approaches to Addressing Health Disparities and Promoting Health Equity
SCRA
Symposium
2:45 to 4:00 pm
Social Sciences Building: FSS 4004

Health disparities disproportionately affects African Americans and Latinos in the United States who experience a number of inequities that place them at risk for decrease quality of life and limited participation in the community. From a social determinants of health paradigm, it is argued that social and economic conditions and systemic issues are at the root of health disparities. Grounded in the ecological model and applying a community-based participatory research approach, community researchers have the opportunity to make significant contributions to health promotion efforts. This symposium focuses on understanding contextual issues that impact health disparities as well as examining the impact of community-based interventions and coalitions designed to address disparities and promote health equity at different levels of influence. The first presentation by Jomella Watson-Thompson will discuss the Aim4Peace violence prevention program. This program has several core components including street outreach to engage high-risk individuals in lifestyle behavior changes and community mobilization to modify normative group behaviors. The second presentation by Jerry Shultz will discuss a health for all community-based approach to addressing chronic health condition such as diabetes. The third presentation by Suarez-Balcazar will discuss a multi-level intervention to promote healthy lifestyles among Latino youth with disabilities and their families. Our discussant, Vince Francisco will expand on the role of community researchers in addressing health disparities and implications of the research presented to promoting health equity. Each brief presentation will be followed by time for questions from the audience and the discussant will be followed by an overall discussion from symposium attendees.

Participants:

Addressing Disparities in Community Violence through the Aim4Peace Violence Prevention Program Jomella Watson-Thompson, University of Kansas; Daryl Stewart; Courtney R. Moore, University of Kansas

Jomella Watson-Thompson, Daryl Stewart, Courtney R. Moore, and Marvia D. Jones (The University of Kansas) There is increased attention to the

problem of violence in communities as a significant societal concern, which disproportionately affects some racial and ethnic minority groups. In Kansas City, the Aim4Peace Violence Prevention Program was implemented based on the evidence-based Cure Violence model for reducing shootings and killings. Cure Violence has several core components including street outreach to engage high-risk individuals in lifestyle behavior changes and community mobilization to modify normative group behaviors. In 2012, there was targeted implementation of the program in a police sector, which substantially contributed to incidences of violence. An interrupted time series with a comparison group design was used to examine program implementation. The frequency count of victims of firearm-related homicides and aggravated assaults were analyzed for the target and comparison police sectors. Between 2011 and 2012, during the first year of focused program implementation in the target area, there was a reduction in shootings and killings in the target area by 35 incidences (from 150 to 105 incidences). Although there was some variability in baseline levels, which limits interpretation of the findings. The presentation examines strengths, challenges, and opportunities for addressing disparities in community-level violence using a behavioral community psychology approach.

> The Latino Health for All Approach to Promoting Health Equity Jerry Schultz, University of Kansas; Vicki L. Collie-Akers, University of Kansas; Stephen Fawcett, University of Kansas

Latinos living in Wyandotte County are disproportionately affected by health disparities in chronic disease, such as diabetes. Improvements in health equity require that we address social determinants of health. Strategic and action planning approaches that use a CBPR approach to developing interventions can lead to innovations that prevent chronic disease. The Latino Health for All (LHFA) initiative includes creation of a Health for All model that includes clear vision and mission statement, a logic model, and action plans by community residents and stakeholders from multiple sectors. It also assures intensive supports for the plan's implementation, community mobilizers, and documentation and feedback on accomplishments for understanding and improvement. The LHFA approach guided how these elements targeted healthy eating, physical activity and access to prevention screening. Key strategies reflecting known intermediary determinants include: a) Decreasing exposure to harm-inducing conditions; b) Reducing vulnerabilities and enhancing capabilities for functioning; and c) Minimizing adverse consequences. We will describe the interventions that were developed and their distribution across these strategies. We used ratings of specific dimensions of the quality of interventions to develop a single potential impact score for each documented community/system change related to reducing risk for diabetes among Latinos in the targeted area. Lessons learned and recommendations for implementing the LHFA approach will be discussed.

> An Ecological Approach to Address Health Inequities among Latino Youth with Disabilities and their Families Yolanda Suarez-balcazar, University of Illinois at Chicago; Amy Early, University of Illinois at Chicago; Dalmina Arias, University of Illinois at Chicago

Latino youth and young adults with disabilities and their families are at a high risk for obesity due to a number of environmental and attitudinal barriers they experience in their efforts to maintain a healthy lifestyle. This population is often denied opportunities to participate in health promotion programs due to lack of accessibility, lack of trained personal, limited access to culturally relevant programming, and/or discrimination. Grounded in the ecological model, the researchers developed a coalition with a community agency to promote healthy lifestyles among youth with disabilities and

their families. At the individual level, a culturally relevant health promotion intervention was developed in collaboration with the community. The intervention involved 2-hour weekly sessions of physical activity/dance, health education, and self-management/goal setting. At the neighborhood level, the team addressed environmental barriers to physical activity and community engagement through a walkability and participation safety campaign; and at the community level the team engaged in coalition building to promote inclusive opportunities for Latino youth with disabilities and their families. This study has implications for the role of community psychologists in health promotion and addressing health disparities.

Session Organizer:
> Yolanda Suarez-balcazar, University of Illinois at Chicago

Moderator:
> Yolanda Suarez-balcazar, University of Illinois at Chicago

Discussant:
> Vincent Francisco, University of Kansas

106. Integrating Community Psychology and Positive Psychology for Promoting Well-being: Intersections, Complementarities and Challenges
SCRA
Symposium
2:45 to 4:00 pm
Social Sciences Building: FSS 4006

Positive psychology as a field of study and practice devoted to human well-being has emerged in the early 2000 (Seligman & Csikszentmihalyi, 2000) and has become an increasingly popular area. Its focus is consistent with the work of pioneers and key figures from community psychology, e.g., Marie Jahoda's (1958) positive mental health concept, George Albee's (1980) competency model, and Emory Cowen's (1997) wellness enhancement approach to prevention. Fruitful areas of convergence between the two fields have been highlighted (e.g., Prilleltensky, 2011; Schueller, 2009). For example, positive psychology frameworks such as the Value in Action model of strengths (Peterson & Seligman, 2004) or the Complete Mental Health model (Keyes, 2005) can be useful to guide community psychologists promotion and asset-mapping activities. Nevertheless, the relationship between positive psychology and community psychology has yet to be explored thoroughly, taking into account how state-up-the-art knowledge and principles from both fields intersect, complement and challenge each other. The symposium aims to explore these questions. The first four presentations will illustrate the interplay between positive psychology and community psychology in theory, action and research within a diversity of settings: 1) strengths and life projects of individuals living in public housing settings in Québec, Canada; 2) capacity-building and well-being of child protection social workers in Egypt; 3) a health promotion model for college athletes; and 4) well-being goals in schools from a region in Southern Ontario, Canada. The final presentation will offer a critical perspective, highlighting the possibility that positive psychology discourse contributes to sustaining and reproducing oppressive social structures. The symposium will be an opportunity for researchers and practitioners to learn and reflect about the ways in which positive psychology and community psychology can nourish each other in promoting well-being for all, without neglecting social justice values and the needs of the most underprivileged individuals.

Participants:
> Promoting individual and collective well-being in public housing: Capitalizing on tenants' strengths and projects Simon Coulombe,

Wilfrid Laurier University; Stephanie Radziszewski, Université du Québec à Montréal; Stéphanie Robert, Université du Québec à Montréal; Janie Houle, Université du Québec à Montréal

Public housing tenants are amongst the most disenfranchised people, cumulating economic, psychological and social challenges, contributing to their marginalization. To date, research has mostly examined the deficits of public housing tenants as well as environmental disorders they often face in their residential setting. Positive psychology research with other vulnerable groups underlines the potential for individuals to flourish through achieving their goals and actualizing their strengths despite socio-economic hardships. Expanding such research, the presentation aims to: 1) describe the strengths (e.g., Peterson & Seligman, 2004) and projects (e.g., Little, 2007) of tenants of public housing; 2) reflect on the implications of building a sustainable community initiative in which tenants would put into action their strengths to support each other in their personal growth and the achievement of their projects. The presentation will focus on one component of a larger action research study conducted in two public housing developments in Québec, Canada. Adult tenants were interviewed on their strengths and life projects. Qualitative thematic analysis will be applied. Preliminary results from one of those settings (n=88) suggest a wide variety of strengths and projects, some focused on the individual, but several focused on creating connection with the community. Strengths that emerged included both practical skills (e.g., cooking), as well as personality aspects (e.g., openness to others). Many tenants agreed to share their strengths and projects with other tenants as part of a catalogue that will be managed by the tenants association. The association will be in charge of connecting tenants together based on their strengths and projects. The presenter will reflect on the potential of this catalogue to promote well-being, as well as the support needed for the community to empower itself through this initiative.

A Strengths-Based Approach to Capacity-Building among Child Protection Social Workers in Egypt Yasmine Sabala, American University in Cairo; Carie Forden, American University in Cairo

Worldwide, social workers face higher levels of job burnout and stress than other helping professions, and in particular, those working in child protection are vulnerable to compassion fatigue, secondary traumatic stress, and job tension. In Egypt social work is seen as a low status profession, and is characterized by job insecurity, low pay and limited supervision, all of which are likely to contribute further to burnout and stress. It is therefore important to develop strategies that will help Egyptian social workers deal effectively with job stressors. One such strategy is to make use of and develop their psychological strengths, including self-efficacy, optimism, and emotional intelligence, all of which have been shown to moderate stress and increase job satisfaction. Three scales measuring optimism, self-efficacy, and emotional intelligence were administered to a convenience sample of 198 Egyptian child protection social workers working in NGOs and government agencies in four governorates. It was found that these social workers scored higher than regional averages in their level of optimism, but lower than regional averages in self-efficacy and emotional intelligence, especially utilization of emotions and appraisal of emotions. In addition, social workers rated "knowing how to manage job-related stress and how to revitalize yourself" as one of their highest training needs. As a consequence of this assessment, self-efficacy, optimism and emotional intelligence were incorporated into a soft-skills curriculum as part of a national initiative to build capacity among Egyptian child protection social workers. While this curriculum serves as an example of how positive psychology can be used to enhance well-being and improve social work practice, it is also vital

to consider the larger ecological context. Lack of resources, insufficient support, and stigma are likely to limit the impact of this approach.

Integrating Positive Psychology Concepts into Preventive Mental Health Interventions for College Athletes Janet F Gillespie, The College at Brockport - State University of New York; Dorian J. Hayden, The College at Brockport, State University of New York

Can community psychology and positive psychology inform each other in mutually beneficial ways? Community psychology's longstanding aims to promote competence, maximize wellness and resilience, and accomplish primary prevention seem a natural fit with positive psychology's study of positive traits, emotions, and institutions. Moreover, settings which have been important targets for prevention efforts seem well-suited to positive psychology contributions. Thirty years ago, the Division 27/SCRA presidential address of Reppucci noted the impact that community psychology could have through utilization of natural settings reaching many youth. One example was organized youth sports, and it was observed that both positive and negative outcomes could emerge from the athletic experience. This presentation aims to continue this line of inquiry by examining the potential for combining community psychology and positive psychology in order to improve well-being in college athletes. A model of health promotion will be presented which addresses stressful life events in college athletes, focusing specifically upon psychological adaptation (and preventing maladaptation) after being cut from one's team. Elements of the model include positive traits (e.g., "signature strengths" such as grit and optimism), positive emotions and states (such as baseline positive affect and flow), and the relationship of these to ways of coping with stress or failure. Finally, the community psychology model of social support in "buffering" stress will be compared to the positive psychology model of "broaden-and-build" (Frederickson, 2005) in building personal resources for individuals and populations.

Facilitating the Implementation of a Model for Increasing Well-being Within a District School Board Ann Marie Beals, Wilfrid Laurier University; Tiyondah Coleman, Wilfrid Laurier University; Devon Fernandes, Wilfrid Laurier University; Maddie Gritzan, Wilfrid Laurier University; Carlos Luis Zatarain, Wilfrid Laurier University; Sarah Ranco, Wilfrid Laurier University; Anne Elizabeth Rudzinski, Wilfrid Laurier

In 2009, the Province of Ontario mandated the promotion of student well-being in all district school boards. This was seen as being connected to academic excellence, however well-being is an end goal in and of itself. Starting in the latter half of 2016 with a completion date of summer 2017, we will be working with a school district in Southern Ontario, providing a methodology for understanding, expanding, and implementing an initiative to increase student well-being in schools. Our approach will build upon Chen's (2005) work on Theory of Change, using two models to conceptualize project action (i.e., change model and action model). Our methodology positions our work within a positive psychology framework due to its focus on the strengths within an organization and how those strengths can be leveraged to develop methods of improvement. During the proposed timeframe, we will be responsible for facilitating discussions across multiple levels of the school board, with the goal of developing a comprehensive concept of well-being. True to the spirit of community psychology, the active participation of multiple stakeholders in the district will be vital in the continued development of an effective well-being model as well as its implementation. This initiative brings together seven Community Psychology MA students to understand and implement school district well-being goals,

intended to promote and increase the cognitive, social, emotional, and physical well-being of students. The work discussed was completed as part of a Community Psychology practicum course at Wilfrid Laurier University during the Fall and Winter terms of 2016-2017.

Session Organizer:

Simon Coulombe, Wilfrid Laurier University

Discussant:

Tod Sloan, Lewis and Clark Graduate School of Education and Counseling

107. Youth community organizing and positive youth development: Bringing together the best of both worlds

SCRA

Symposium

2:45 to 4:00 pm

Social Sciences Building: FSS 4012

Typically, youth development (YD) work seeks to promote healthy adolescent development by focusing on social and psychological outcomes. This mirrored in the US federal government's current "Pathways for Youth" plan. It emphasized school engagement, socioemotional learning, health, safety & wellness, family and community engagement, job readiness, and leadership skills. With the exception of community engagement, which focuses mostly on civic activity, YD gives little attention to social forces that adversely affect young people's success and well-being. Scholars have reinforced this focus by stressing character traits like "Grit" (Shechtman, et al., 2013). Yes, we certainly agree that personal qualities are a factor in success. However, promoting them without regard to sociopolitical context leads to the misleading conclusion that widespread personal and collective well-being can be attained without the knowledge and the skills needed to combat social forces of oppression that threaten well-being. This is especially true for marginalized youth. Thus, the aim of this session is to reunite the inseparable: youth personal and sociopolitical development. Of particular interest is the intersection of socioemotional and sociopolitical learning. Each of the first three presentations are based on praxis, and each talk emphasize a different level of analysis. The first describes working with group dynamics at the program level (i.e., a research advisory team composed of youth of color). The second is a case example of a young woman who transformed her hurtful, marginalizing school experiences into resistance, ultimately becoming a community organizer. The third describes organization-level development of a university-community partnership. Undergraduates learned how to conduct and support high school youth doing participatory action research. The last presentation explores all three levels based on findings from an international study of seven community organizing groups to explore the prospects of uniting positive youth development and sociopolitical development within an enhanced praxis of youth organizing.

Participants:

Advocating for equity in education: Supervising and training emerging helping professionals through university-community partnership on youth voice and participatory action research Alma M.O. Trinidad, Portland State University

Curriculum and training for emerging helping professionals on youth voice and youth participatory action research is a growing trend in undergraduate education as means to address diversity, inclusion, and equity issues in the field. The REAP-Portland State University School of Social Work partnership was established in 2011 to build capacity in youth participatory processes

and social justice work. This past year, the partnership developed a specific community-based research project that focused on addressing school climate (structural or institutional processes and culture) and poverty among diverse, marginalized high school students. This research partnership provided undergraduate student internship positions, supervision, and coaching on community-based participatory action research. The partnership included ongoing coaching for the entire community-based research team (which membership included the organization and other invited stakeholders), and training youth interns during the data analysis phase. Utilizing an ethnographic case study, this presentation spells out key research processes, milestones, tensions, and strategies in overcoming the tensions in the project (e.g., buy-in from school district administrators, school leadership team, other youth serving organizations, and the diverse student body; the creation and implementation of the data collection plan; the coaching of data analysis from a youth equity lens; and initial data reporting and presentation). A major result was a collaborative supervision and training process. It created space for ongoing dialog and a focus on deep, ongoing, critical reflexivity on team members' social locations, positionalities and dynamics as each milestone was achieved. Implications for curriculum, training, professional development, and supervision among emerging and existing helping professionals that work with minoritized communities in education will be discussed. A special focus on socio-development and social justice work among youth, and supervision and training conducted by professionals of color and other minoritized backgrounds is highlighted.

"I can't take this any more!" Charting the affective politics of emotional endurance among a youth organizer Jesica Fernandez, Santa Clara Univesity

Youth community organizing takes a relational empowerment approach to positive youth development. Within community organizing contexts young people learn how to think critically about their social conditions, identify roots causes to social issues, and mobilize their communities in order to gain access to political power and effect social change. These experiences, although empowering, can be emotionally difficult, as well as affirming, for young people from marginalized communities who are systematically and systemically disenfranchised. The power of emotions, and the development of socio-emotional consciousness, is central to the formation of justice-oriented community leaders, specifically youth organizers who must (learn to) navigate the "affective politics" of engaging in community organizing work. In keeping with Ignacio Martín-Baró's (1996) concept of social orientation, which emphasizes the importance of considering the historical, cultural and sociopolitical contexts of individual and community experiences, this talk will focus on the socio-emotional development of Itzel, a fourteen-year old Nicaraguan American youth community organizer in San Francisco, CA. Through this case study, her socio-emotional trajectory, agitation and sociopolitical consciousness will be examined and discussed using Sara Ahmed's (2004) theoretical framework of the cultural politics of emotion. Specifically, this talk will address the following questions: What are the emotional challenges or "turning points" in the life of a youth organizer? How do such moments of "emotional endurance" facilitate a youth organizer's sociopolitical development? Emotions, either negative or positive, such as frustration and hope respectively for example, can often intertwine with social conditions that situate the self in relation to the "other," as well as in the collective/community. Thus, in the context of community organizing, emotions play an important role in the development of a youth organizer's leadership identity, sociopolitical consciousness, and social action.

Approaches of racial minority youth to belong in multicultural, Western

contexts: Opportunities for social and emotional learning and advancing wellbeing for vulnerable communities Sarah Maiter, School of Social work, york University

Racial minority youth in multiethnic Western contexts invariably experience marginalization, and racism and being seen as the 'other' or as outsiders not fully belonging to the national stories of the country. They are often defined by their race, ethnicity, or cultural background that then results in their exclusion and separation from 'mainstream' Western societies. Yet youth resist naming these experiences and the consequences of such experiences on their emotional, physical and mental well-being. These experiences which have been described as violence by researchers are deeply buried with youth resisting discussions of these experiences because of wider political narratives of the countries they reside in. In Canada, these narratives include Canada as a benevolent, equitable, socially just, multicultural country where all have equal opportunity, are treated fairly and that race inequality exists elsewhere but not here. Indeed, the sentiment from the National Anthem – The True North Strong and Free – is often identified as capturing the real ethos of the country. This discourse leads to ignoring persistent past and current racist policies and practices while it also contributes to silencing youth as naming their experiences can further marginalize them from 'mainstream' society. This presentation discusses findings from a research project titled: "The Self-Other Issue in the Healing Practices of Racialized Minority Youth". For the project a Research Advisory Team was formed to contribute to the planning and implementation of the project and four focus groups were conducted with racial minority youth. Findings show that this «othering» results in a sense of exclusion that is felt as violence by the youth, yet opportunities for emotional growth and social learning also took place in multiple ways. Advantages of focus group methodology that can contribute to well-being and coalition building will be discussed.

Youth personal and sociopolitical development: Reuniting the inseparable Roderick Watts

The aims of adults doing youth work have changed over the years. Until the 1990s, the focus was on deficits and a host of behaviors associated with "juvenile delinquency"—gang involvement, alcohol abuse, school dropout and criminality. This era of pathologizing and criminalizing youth has not ended. In the USA they continue to be prosecuted as adults and even subject to execution for crimes committed before adulthood. Fortunately, "Positive youth development" broke through this deficits focus. It emphasized a strength-based developmental perspective. It was an improvement, but it remained very person-centered. It is not informed by critical theory or liberation psychology. It neglected a social analysis that explicitly targeted structural injustices that have a major impact on the healthy development of marginalized youth regardless of their personal character strengths or skills. The community organizing tradition provides one of the few opportunities for young people to develop a critical social analysis and acquire the skills for working collectively and resisting structural oppression. Based on findings from a four-year, international study of the sociopolitical benefits of youth organizing, this contribution to the symposium will work from the themes addressed by the other three contributors with the aim of advancing a critical youth development perspective (described as "social justice youth development by Ginwright & James, 2002) that reunites the inseparable—personal and sociopolitical development: • The importance of incorporating healing and other practices that promote healthy development in youth organizing practices. Traditionally. Well-being has not been an explicit emphasis in youth organizing; • The synergy between

socio-emotional competencies and sociopolitical development young people describe when reflection on their community organizing experiences; • The role of adult organizers, organizations they (co)create, and practices they engage in, in reuniting personal and sociopolitical development—especially with and for youth of color.

Session Organizer:
Roderick Watts
Moderator:
Roderick Watts

108. Up the Community Psychologist
SCRA
Roundtable Discussion
2:45 to 4:00 pm
Social Sciences Building: FSS 5028

Forty-four years ago, in her article «Up the Anthropologist,» Laura Nader appealed for a more critical anthropology that would study the cultures of the powerful as well as the powerless. In a similar vein, this roundtable invites community psychologists to consider the practice of «studying up» - conducting research with those with cultural, economic and political capital - to throw new light on processes of domination in communities and help revitalize democracy. What if we were to shift our gaze upward to study the colonizers rather than the colonized, and to the structures of community power rather than the effects of power on the powerless? Community power structures can be thought of as dynamic networks among those who occupy important institutional roles (e.g., mayor, CEO, university president, real estate developer, foundation director, police chief), as well as those who play important roles brokering relations between these institutions (Christens, Inzeo, & Faust, 2014; Mills 1956; Neal & Neal 2011). To kick off our dialogue, we'll start with a few examples of research in community psychology focused on power and power structures then guide the discussion toward the significance and potential benefits as well as the inherent ethical challenges and other dangers involved in the practice of studying power in order to critique and expose.

Session Organizer:
Scot Evans, University of Miami
Discussants:
Brian Christens, University of Wisconsin-Madison
Victoria Faust, University of Wisconsin-Madison
Paul Duckett, Victoria University
Scot Evans, University of Miami

109. Making A Difference: Efforts to Enhance Empowerment Through Youth-Focused Community-Based Participatory Research
SCRA
Symposium
2:45 to 4:00 pm
Social Sciences Building: FSS 7003

This symposium presents work conducted by the Community and Relationship Enhancement (CARE) team. Over the past few years, in collaboration with youth from the Boys and Girls Club of Waterman Gardens in San Bernardino as well as Rainbow Pride Youth Alliance (RPYA), the CARE-Community research group comprised of psychology students under the mentorship of a psychology professor has engaged in Community-Based Participatory Research (CBPR). The various presentations that comprise this symposium reflect some of the most current work undertaken by the CARE-Community team in these two settings. A common thread

that weaves together these various projects is an emphasis on community-engaged participatory research that seeks to enhance empowerment through ongoing collaboration with the youth, parents and staff of these organizations that serve youth from marginalized communities. The student presenters are most often members of similar marginalized communities themselves. It is maintained that their efforts to provide service and engage in participatory research serve as an effective mechanism for social justice.

Participants:

An Action Research Project To Increase Community Empowerment In Parents Danahly Reyes, CSUSB; Patricia Anacleto, CSUSB; Norma Fernandez, CSUSB; Karina Figueroa, CSUSB; Susan Ibarra, CSUSB; Breanna Wyatt, CSUSB

The current Community-Based Participatory Research (CBPR) study uses mixed-methods to examine how action plans developed in collaboration with a group of parents can facilitate community change and increase psychological empowerment. This project is an extension of previous work conducted with a sub-group of the current participants. Evidence has suggested that when working collaboratively with a group of community members within a CBPR paradigm, these community members are more likely to develop action plans that effectively address health and educational disparities in their community. Therefore, it was hypothesized that psychological empowerment, a personal belief in an ability to make a difference in one's life, would increase as a function of project participation. It was also hypothesized that qualitative analysis of meeting transcripts would yield themes of empowerment, hope and agency. Parents participating in our focus groups (n=20) consisted of parents from families marginalized in their community due to lower socio-economic status (SES) and ethnic minority group membership. Prior to group participation, participants completed a revised version of the Psychological Empowerment Scale. Participants then engaged in ongoing discussion of community concerns and collaboratively developed actions plans to implement change and voice concerns to local policy makers over the course of three months of regular meetings. Following this period, participants again completed the revised Psychological Empowerment Scale. Paired t-test analysis revealed partial support of the hypothesis at the subscale level. Thematic analysis of transcripts revealed enduring concerns related to helplessness and a need for assistance and resources. However, there was also evidence of a growing sense of hope and new found competency. This project continues focusing on the use of CBPR and action research with parents from a marginalized community in order to develop action plans within a community to promote social change for addressing health, safety, and educational disparities.

Evaluating Triple Play's Impact on Children's Prosocial Behavior and Empowerment Viviana Barajas, CSUSB; Demetra Baker, CSUSB; Julelisa Beltran, CSUSB; Brianna DeSantiago, CSUSB; Nuttacha Vaitayavijit, CSUSB

The study examined the effectiveness of Triple Play with children at the Boys and Girls Club of Waterman Gardens a public housing community. Triple Play is a national Boys and Girls Club program that promotes healthy eating, physical activity and positive relationships. While the aspects related to healthy eating and exercise have been well documented, less attention has been given to evaluating the development of positive relationships. This study examined if the implementation of Triple Play had an impact on the development of pro-social behavior for children. Additionally, the study examined if children's psychological sense of empowerment defined as a perception of the ability to take action in one's life increased

as a function of participation. Children in the study consisted of 20 boys and girls (ages 6-12) from the Boys & Girls Club of Waterman Gardens. A 6-month program of Triple Play was implemented that consisted of interventions and educational segments that promote the objectives mentioned above. To measure the effectiveness of the program on pro-social behavior and psychological empowerment, the Prosocial Behavior Scale and Psychological Empowerment Scale were given. We hypothesized that the children of the Boys and Girls Club of Waterman Gardens would demonstrate enhanced pro-social behavior and psychological empowerment following completion of the program. The findings suggest that Triple Play is effective in influencing children with regard to pro-social behavior and psychological empowerment as measured by a positive change in pre- to post-test scores on the Psychological Empowerment Scale and Prosocial Behavior Scale. The results suggest that programs like Triple Play that focus on engaging in positive relationships are effective in promoting pro-social behavior. This evidence supports the incorporation of Triple Play in the Boys and Girls Clubs nationwide and should be offered to youth in general in non-Boys and Girls Club settings.

The Role of a Youth-Advisory Board on Feelings of Empowerment Among Adolescents Brittany Rawlings, CSUSB; Natasha Dixon, CSUSB; Kourtney Jones, California State University, San Bernadino; Noemi Marquez, CSUSB; Ariel Mendoza, CSUSB; Trae Schneider, CSUSB

The study examined the effectiveness of a Teen Advisory Board that incorporated teens into the implementation of Triple Play at the Boys and Girls Club of Waterman Gardens This setting provides support and enrichment opportunities for children from Waterman Gardens, a public housing complex. Triple Play, a national program applied within the organization, demonstrates how healthy eating, keeping fit and forming positive relationships add up to a healthy lifestyle. Community-Based Participatory Research (CBPR) utilizes the term "Advisory Board" in conjunction with specific participants to indicate participants that engage in participatory decision making related to research activities. In this instance, the Teen Advisory Board involved teen members that engaged in the planning process, as well as leadership opportunities in which they advised the younger group members in homework, physical exercise activities, and peer support. Few studies to date have studied the benefits of cross-age mentorship among youth in at-risk communities. It was hypothesized that the Teen Advisory Board would have an impact on the mentors' psychological empowerment. The members of the study consisted of 10 female and male teen mentors that were selected based on age and availability (14-17). Each teen mentor was assigned 2 mentees for a total number of 20 mentees. Teen mentors were trained and provided feedback on the process and activities of Triple Play prior to a 6 month trial of Triple Play implementation. To measure the success of the program, a pre-test/post-test design was used in which the teen mentors' feelings of psychological empowerment, pro-social behavior and socio-political control were assessed. The results suggest that the Teen Advisory Board program was successful in improving these factors among the teen mentors. While the sample size is small, we contend that this model shows promise for Boys and Girls club settings nationally.

Photovoice with Elementary School Children: An Evaluation of Participatory Methodology Estefania Galvez, CSUSB; Kevin Guijosa, CSUSB; D'Andra Johnson, CSUSB; Phillip Loving, CSUSB; Gizeh M Magana, CSUSB; Crystal Yanez, CSUSB

This study used mixed methods to measure psychological empowerment

through the use of Photovoice. Photovoice aims to examine how community members use photographs to express their voice through pictures and narration of the strengths and weaknesses they see within their community. Photovoice is often applied in research on health as an instrument for personal and community change. This research group has effectively utilized Photovoice with a sample of nearby 8 – 12 year old children from the Boys and Girls Club of Waterman Gardens, a public housing complex. Previous work with the Boys and Girls Club from Waterman Gardens led us to work with nearby E. Neal Roberts Elementary School. Upon learning of our previous Photovoice work to enhance children's psychological sense of empowerment, the school principal requested that we engage in Photovoice with children from the school. The current study involved 20 elementary school age students from E. Neal Robert's Elementary. The CARE Team from CSUSB led the study using the CBPR paradigm. Prior to participation in the project, the Psychological Empowerment Scale (PES) and the Prosocial Behavior Scale (PBS) were administered to the participating children to establish a baseline score for each child. Qualitative data was collected via semi-structured prompts used to facilitate group discussions focusing on the children's narratives of their photographs. Following completion of the Photovoice project, the PES and PBS were again administered to establish post-intervention scores on Psychological Empowerment and Prosocial Behavior. Quantitative data was analyzed using paired t-tests to measure change in empowerment and prosocial behavior. Our study showed that change occurred in these two variables in the expected direction. This study, consistent with earlier work, suggests that Photovoice leads to a greater sense of empowerment and prosocial behavior in an effective way to promote change within communities.

Session Organizer:
David Chavez, California State University San Bernardino
Moderator:
David Chavez, California State University San Bernardino

110. Third-Party Community-Campus Engagement Brokerage: Possibilities and Limitations
SCRA
Symposium
2:45 to 4:00 pm
Vanier Hall: VNR 1075

Community–campus engagement (CCE) involves collaboration within and across community-based organizations and academic institutions to implement innovative solutions to community issues. CCE has been beneficial in addressing social and ecological justice, growing community capacity, and developing meaningful research to address community needs. Evidence demonstrates that third-party brokers can provide a suite of solutions to address challenges faced by CCE partners and ensure partnerships are developed, maintained, and have an impact that meets community and academic needs. This symposium will examine possibilities and limitations of third-party CCE brokerage and outcomes/impacts for community and academic partners based on three action research projects. To set the context, we will present an overview of study findings exploring institutional and community-based brokering initiatives across North America and the UK. Next, we will share in-depth perspectives of three CCE brokering cases, and possibilities and challenges they present. Each case evolved from a 4-year action research project as part of Community First: Impacts of Community Engagement (CFICE; http://carleton.ca/communityfirst). The first case involves a national food sovereignty brokerage project embedded within Food Secure Canada—a national social movement organization—that aims to increase community and academic partner capacity to support a grassroots national food policy process. The second case considers opportunities and challenges expressed in a needs assessment of Ottawa-based community organizations and academic institutions for developing an environmental brokerage mechanism to assist community organizations, academics, and students in research collaborations. The third case explores broker pressures in balancing university and community needs through the Trent Community Research Centre, Peterborough, Ontario. Then, we will initiate an interactive dialogue with session participants focused on the question: What are the possibilities and limitations of third-party brokerage and the outcomes/impacts for community and academic partners? Dr. Peter Andrée, Associate Professor, Carleton University, and principal investigator of CFICE, will chair the discussion.

Participants:

Brokering Models for Successful Community-Campus Partnerships: Examples from North America and the UK Holly Stack-Cutler, University of Alberta; Charles Levkoe, Lakehead University

Community–campus engagement (CCE) brokering initiatives are coordinating mechanisms that act as intermediaries between community organizations, academic institutions, funders, and decision-makers with an aim to develop collaborative and sustainable partnerships. CCE brokers are valuable in addressing power and resource imbalances common in CCE partnerships by working to ensure all partners are heard and that control is shared. They can keep the momentum going throughout projects, despite partner turn-over, and can help overcome academic schedule constraints. While there has been a range of CCE brokering initiatives developed over the past decade, there has been little analysis of the elements of different models that lead to success and failure of CCE partnerships. Contributions of this paper include a detailed literature review pulling together facilitators and challenges of CCE brokering models from academic and grey literature; an environmental scan of current CCE brokering models (n = 23); a matrix of model dimensions; key informant interviews (n = 14) and case studies with brokering organization stakeholders (n = 3) sharing advice on establishing and maintaining brokering models; and a discussion of future directions for research and practice. Based on the findings of this research study, we will share facilitators for successful CCE brokering initiatives along with common pitfalls that can impact the success of such initiatives. Future research directions include documenting challenges and "what works" in CCE brokering initiatives, tracking the process of building and maintaining CCE brokering relationships and models, understanding the resources required to implement and sustain CCE brokering initiatives, and developing and using tools to evaluate a brokered partnership. Through our research, we hope to provide insight about the specific role that CCE brokers play and ways that others might learn from their successes and failures to establish and maintain better community–campus partnerships.

Strengthening Community Academic Collaboration in Support of a National Food Policy Amanda DiVito Wilson, Carleton University, Food Secure Canada; Charles Levkoe, Lakehead University

The Community Academic Collaborate for Food Sovereignty (CACFS) is a partnership with Food Secure Canada to increase the capacity of community and academic partners to support a grassroots national food policy process. Recently, the Canadian government committed to the creation of a national food policy, yet questions remain as to what this policy will look like in terms of scope and orientation, and what role civil society will have in its

creation. In response, our activities are focused on leveraging the research and analysis of both academics and community practitioners in creating a national food policy grounded in the principles of food sovereignty and the shared objectives of zero hunger, a sustainable food system, and healthy and safe food. We do this by experimenting and demonstrating ways to collaborate, coordinate efforts, and share resources for enhanced policy impact and knowledge mobilization. Conceived in part as an opportunity to pilot different partnership brokering models, CACFS also tests and evaluates ways to facilitate and encourage research partnership between community and academic partners. We attempt to illustrate what a "community first" policy process looks like in practice, and how relationships with academics feed into this process. In doing so, we explore the complex interconnections, and at times tensions between the priorities, perspectives, and constraints of both community and academic research partners. We seek to model and strengthen more meaningful and effective research partnerships through key activities: the creation of infrastructure for food policy partnership brokering, peer review process for academic and community feedback on research, and research translation and mobilization. We are in the early stages of our work, but we hope the partnership brokerage tools and mechanisms created, and the lessons learned, will serve as a catalyst for stronger, more meaningful and robust partnerships to develop in the years to come.

> Contextualizing Possibilities and Challenges of a Third-Party Environmental Brokerage Mechanism for Ottawa-area Community and Academic Partners Eileen O'Connor, University of Ottawa; Colton Bridges, Ottawa Eco-Talent Network; Jason Garlough, Ottawa Eco-Talent Network; Elizabeth Whitmore, Carleton University

Within the context of a mutual understanding of the impacts and benefits of effective community-campus engagement (CCE), the sheer magnitude of the number of post-secondary institutions (PSIs), community-based organizations (CBOs) and post-secondary students can make it difficult to coordinate placements and develop lasting and mutually beneficial relationships. While this reality is reflected in towns and cities across Canada, our discussion will focus on the local context, Ottawa, and assess the need for creating a brokerage mechanism. Building social capital through networking, learning and sharing knowledge is a significant positive outcome of establishing a sustainable brokerage mechanism of collaboration among CBOs and PSIs. Major challenges relate to defining value for all participants since faculty members with the most expertise and CBO staff members with the greatest needs are often the two groups with the least amount of time to collaborate. CBOs may find themselves fielding queries from multiple faculties within the same PSI, or have little contact or networks to access academic research and talent. Considering the opportunities and challenges expressed in our needs assessment, the guiding objective of the Ottawa CCE brokering working group is to explore the potential for developing a sustainable CCE brokerage initiative in Ottawa with a thematic focus on the environment. A brokering mechanism could serve to streamline communication between parties, allow CBOs access to research support and data to ground their policy recommendations and practices, and generate new partnerships for student placements and community-based research. Our discussion will focus on our recent efforts in creating an Ottawa Environmental Brokerage mechanism to enhance the possibilities for collective impact as community-based organizations, academics and students work together on a given topic/issue.

> Pedagogy and Institutional Pressures on Community Based Research Brokers David Tough, Trent Centre for Community Research; John Marris, Trent Centre for Community Research; Nadine Changfoot, Trent University, Champlain College

The Trent Community Research Centre (TCRC) operates as an institutional link between Trent University and the Peterborough community: the vast majority of our work involves coordinating senior undergraduate students doing full-year research projects for local non-profits. This presentation will convey the pedagogical and institutional pressures for TCRC. Our first priority is to meet the research needs of the community, as articulated by community organizations. In accomplishing this, we depend on the university to supply us with motivated, well-prepared senior undergraduates; because of various institutional and curricular pressures, however, that does not always happen. As brokers, we spend a lot of time supporting students through the unfamiliar and often challenging process of working towards an outcome that isn't purely or easily evaluated by traditional academic practices. We have identified an area of knowledge and skill that students would benefit developing prior to embarking on a community based project that is part research method, part communication skills, and part professional communication and interaction. And, faculty face challenges and limits when it comes to pedagogy, as well as evaluating students' performance and deliverables. It is not always clear that faculty appreciate the TCRC experience or want to engage and share in the labour and navigating of the challenges. How to address TCRC needs on the faculty side poses challenges given the relationship between TCRC and faculty. This redounds in challenges for TCRC. This paper will explore the various pressures on brokers in balancing university and community needs and engage in an interactive discussion with the audience for possible solutions. A role-play will demonstrate the dynamic tensions experienced by students, TCRC staff, faculty, and the community organization supervisors for whom the projects are undertaken.

> Session Organizers:
> > Holly Stack-Cutler, University of Alberta
> > Peter Andree, Carleton University, CFICE
> Discussant:
> > Peter Andree, Carleton University, CFICE

111. Fostering economic opportunity and social change: Transforming lives and communities in rural Guatemala
Global Alliance for Behavioral Health and Social Justice
Symposium
2:45 to 4:00 pm
Vanier Hall: VNR 1095

This symposium focuses on Wakami, a community development organization that employs multiple strategies to reduce poverty and malnutrition in rural Guatemala. With efforts grounded in empowerment and shaped by social justice values, Wakami aims to create sustainable economic opportunities, what they describe as life changing income, for rural communities. Although her background was in biological agriculture, the program's founder, María Pacheco, engaged in work reflecting core community psychology values including empowerment, social justice, citizen participation and community strengths, and appreciation of diversity to build an organization that would transform lives and help Guatemalan families realize their dreams. This symposium considers Wakami's development as well as barriers to the progress and sustainability of their efforts. In a first session, Ms. Pacheco will detail Wakami's history, describe major decisions and choice points in its evolution, and share the organization's accomplishments. She will communicate how they developed

a business model as well as domestic and international partnerships to benefit the individuals involved and facilitate community change in such domains as health and education. Presentations will also frame contextual and cultural challenges to Wakami⊡s work. One will address issues related to the use of language and the differential meanings ascribed to terms across contexts. For instance, using ⊡social justice⊡ to describe the organization⊡s efforts may inhibit their effectiveness or reach, because of how that term has been employed in the Guatemalan context. Such issues complicate efforts to disseminate information about the work and engage new partners; the narrative has crucial implications. Efforts to engage and retain participants and sustain gains are further impacted by social-cultural factors such as traditional gender roles; that is, as women engage their new opportunities, they are subject to significant criticism by other women and men. The third presentation will focus on such broader challenges.

Participants:

Transforming lives and realizing dreams: The development and evolution of Wakami's empowerment approach María Pacheco, Wakami; Claudia Rosales Modenessi, Wakami

Wakami is a community development organization that employs multiple strategies to reduce poverty and malnutrition in rural Guatemala. María Pacheco, recognized internationally as a leader in creating economic opportunities for women and families living in poverty, will detail how Wakami came about, describe decisions and choice points encountered in its evolution, and share the organization⊡s empowerment-based approach and accomplishments to date. Ms. Pacheco began initially with an organic farming initiative, seeking to utilize natural resources to catalyze change in impoverished villages and those coping with inconsistent access to food. Subsequently, in collaboration with Guatemalan villagers, Ms. Pacheco shifted the emphasis of the work to focus on commerce ⊡ they determined that they had to target economic impact. A first major strand of activity focused on organizing artisans with skill in traditional basket weaving and connecting them with local markets and, over time, larger distribution channels. The success of this early effort highlighted the importance of commerce and the marketplace; improving the influx of resources to these families and villages could lead to critical change. With time, Ms. Pacheco founded a business focused on connecting rural villages to domestic and international markets. This has evolved into a private ⊡ nonprofit partnership whereby artisans are trained to be entrepreneurs, producing products that incorporate traditional weaving skills. These artisans are trained and mentored as they open, manage, and grow their businesses. Once their business is established and stable, they participate in programs that help provide crucial resources to their communities, such as access to clean water, nutritious foods, reliable health care, and educational opportunities. Ms. Pacheco will describe Wakami⊡s participatory processes with the citizens of these rural villages, the business model and the partnerships that have evolved, and the approaches they have used to benefit the individuals involved and facilitate broader community change.

Words matter: Constructing and communicating meaning and goals across diverse cultural contexts María Pacheco, Wakami; Claudia Rosales Modenessi, Wakami; Ryan Kilmer, University of North Carolina at Charlotte; Andrew Gadaire, University of North Carolina at Charlotte; Virginia Gil-Rivas, University of North Carolina Charlotte; Margaret M. Quinlan, University of North Carolina at Charlotte

Wakami's efforts to break the cycles of poverty and malnutrition in rural Guatemala reflect a number of core values of community psychology, including empowerment, social justice, citizen participation and community strengths, and appreciation of diversity. In working with indigenous populations, with a particular emphasis on women, they focus on their dreams, on opportunity, and on hopes for prosperity. However, the Wakami organization and its representatives have, at times, faced challenges in "telling the story" of the work, disseminating their model, and recruiting and engaging villages and Guatemalan leaders, because of issues related to the use of language and the differential meanings ascribed to particular terms across contexts. For instance, using "social justice" to describe the organization's efforts may inhibit their effectiveness or reach, because of how that term has been employed by individuals, politicians and companies whose efforts have disenfranchised local communities, discriminated against indigenous groups, and taken advantage of local people to advance their own interests in the name of «social justice». Similarly, because of individuals' experiences and impressions within the Guatemalan context, discussions of "prosperity", "entrepreneurship", and "business" evoke concerns about corruption and connote underhanded, unethical practices. The Wakami effort engages in participatory practices and uses empowerment approaches to foster economic opportunity, seeks to address substantive gender inequities, and aims to reduce the multifaceted disparities faced by those in rural Guatemalan communities; however, these issues of language and meaning underscore the crucial implications of the narrative used about the organization's work. Cultural awareness and sensitivity are of tremendous salience. What kinds of messages should they promote? What elements of the work should they highlight? This presentation will describe the values and elements that guide Wakami's partnerships as well as the steps they have taken to address challenges tied to language and differences meanings across contexts.

Cultural and contextual challenges to sustaining change: Implications for Wakami's efforts María Pacheco, Wakami; Claudia Rosales Modenessi, Wakami; Virginia Gil-Rivas, University of North Carolina Charlotte; Margaret M. Quinlan, University of North Carolina at Charlotte; Andrew Gadaire, University of North Carolina at Charlotte; Ryan Kilmer, University of North Carolina at Charlotte

Guatemala is home to some of the poorest people in the Americas, with 53% of the population living in poverty. Among indigenous populations, rates are even higher with nearly 73% living in poverty and 28% in extreme poverty. Women and girls are particularly vulnerable in this context, as they have limited access to formal education, economic opportunities, and crucial resources. Wakami seeks to improve the lives of women and their families in rural Guatemala by providing training and support in developing and managing small businesses. This model has been successful in providing income opportunities for hundreds of women and increasing access to education and adequate nutrition for their children and families. Although these are positive changes, because such efforts run counter to traditional gender roles, increasing women's access to employment and income is likely to disrupt traditional gender relations and expectations. On the one hand, these changes can yield critical opportunities and resources, as well as increase women's decision making ability in their household. On the other hand, they can also increase conflict in the spousal relationship and the potential for violent victimization in the home. In addition, these changes are likely to have an impact on women's relationships with other members of their community. For some women, such factors may contribute to distress and social difficulties and lead them to drop out from the program despite its economic benefits for the entire family. In this presentation, we will discuss the need to attend to these issues and to develop and implement

interventions that are culturally and contextually appropriate to minimize these risks and contribute to the sustainability of efforts to improve the lives of women in rural Guatemala.

Session Organizer:

Ryan Kilmer, University of North Carolina at Charlotte

Moderator:

Ryan Kilmer, University of North Carolina at Charlotte

Discussant:

Virginia Gil-Rivas, University of North Carolina Charlotte

112. Research Approaches to Contextualizing Homelessness
SCRA
Symposium
2:45 to 4:00 pm
Vanier Hall: VNR 2075

Homelessness has become one of the largest and most intractable problems of modernity. For the last several decades it has been the focus of many research and policy endeavors. However, the bulk of current research on the topic is aimed at generalizing the mechanisms of homelessness. While this approach has generated some useful insights, such as the role that housing markets play in maintaining the problem, there is also much to be gained from contextualized research that produces insight into how homelessness differs across locations. For example, there are a number of historical, systemic, political, and cultural differences in Hawai'i and in Canada that shape patterns of homelessness differently in these areas compared to other mainland cities in the U.S. Exploring how homelessness operates in various sociocultural contexts can add to our understanding of how structural injustice and disadvantage operate across groups and contexts. Additionally, better understanding the nuances of local issues related to homelessness is a first step in exploring how to intervene and address services in the most contextually sensitive and effective way. In order to explore this topic we present research related to homelessness and homeless services in Hawai'i and Canada. We take an approach that explicitly situates our findings within the local context by using a variety of qualitative and mixed methods research designs. Specifically, the presentations will include a discussion on research methods, such as latent class growth analysis, qualitative interviewing, reflexive journaling, and Photovoice, which are useful for highlighting local issues that impact homeless experiences. Audience members will have an opportunity to comment on these approaches.

Participants:

Contextualizing Homeless Service Trajectories in Hawai'i Asing a Mixed Methods Approach Kristen Diana Gleason, DePaul University; John Barile, University of Hawaii at Manoa; Charlene Baker, University of Hawaii at Manoa

The State of Hawai'i, like many other areas in the U.S., has large numbers of homeless individuals and families who seek support through the many shelters and services available in the state. This mixed methods study was interested in exploring if there is identifiable diversity in how individuals and families tend to move through Hawai'i's homeless service system over time. First, homeless service providers (n = 9) and service users (n = 9) were interviewed about the factors they saw as having a significant impact on differing experiences of homelessness in the state. Participant interviews were thematically coded and identified a number of individual and family, program and organization, systemic, and community and societal level factors that can shape an individual's homeless experience in the islands.

The data obtained in these interviews were used to inform a quantitative examination of administrative service usage data from the Hawai'i Homeless Management Information System. The sample consisted of all adults who had entered the service system for the first time in the fiscal year of 2010 (N = 4,655). These individuals were then tracked through the end of FY 2014, as they used emergency shelter, transitional shelter, and outreach services. A latent class growth analysis (LCGA) was conducted with this longitudinal data and identified four distinct patterns of service use: low service use (n = 3966, 85.2%); typical transitional service use (n = 452, 9.7%); atypical transitional use (n = 127, 2.7%), and potential chronic service use (n = 110, 2.4%). A series of multinomial logistic regression models were the used determine if select demographic, family, background, or health variables were associated with class membership. The implications of these findings for understanding homeless experiences in Hawai'i are discussed.

Mixed Methods, Reflexivity, and Ecological Approaches John Ecker, Canadian Observatory on Homelessness; University of Ottawa

Research is a vital piece in the fight to end homelessness. Research findings are used to inform policy and help programs deliver evidence-based services to their clients. Using research within systems-level environments is important, but the use of research in a largely deductive capacity can lose important contextual influences. One manner in which the importance of context can be systematically recorded is through the use of mixed methods, reflexivity, and ecological frameworks. The use of these approaches can help researchers interpret their findings in greater detail and allow for contextual realities of interview locations to emerge. This presentation will discuss a mixed methods project focusing on community integration for homeless and vulnerably housed individuals in Ottawa, Canada. The project utilized an ecological framework, quantitative and qualitative methodologies, and reflexive journaling to develop a comprehensive understanding of how homeless and vulnerably housed individuals experienced community and the facilitators and barriers in developing community within their neighbourhoods. The presentation will describe the research process, the findings that emerged, and research and policy implications.

Contextual and Cultural Factors Impacting Program Fidelity and Adaptation of a Housing First Program on O'ahu Anna Pruitt, University of Hawaii at Manoa; John Barile, University of Hawaii at Manoa

Contextual factors at systemic, organizational, and community levels not only affect individuals' experiences of homelessness but also impact the implementation of housing programs designed to address this issue. In order to be effective, programs must be culturally appropriate and adapted to fit the needs of the target population (Galavotti et al., 2008; Wandersman et al., 2008). This presentation will discuss the ways in which a Housing First program (HF) on the island of O'ahu adapted its model to respond to cultural, systemic, and community-level factors. Part of an ongoing four-year program evaluation, this study relied on data from a PhotoVOICE project (PV) with HF clients and in-depth interviews with program staff, case managers, clients, and landlords. Thematic coding of interviews and PV group transcripts revealed that the program made useful, creative adaptions to the model that addressed these contextual issues. For example, the staff explained that the high prevalence of large extended families in Hawai'i impeded quick placement and client housing choice – important HF model criteria (Watson et al., 2013). Therefore, the program secured acceptable units as they became available so that staff could place families once they were vetted. Additionally, data revealed significant community and landlord stigma toward homeless individuals. However, there was also a

public consensus that the island needed "to work together" to solve the "homelessness crisis" (see http://www.staradvertiser.com/homeless-in-hawaii). The program capitalized on the community's general interest and openness to addressing homelessness by conducting community education designed to reduce stigma. One such educational event included a PV exhibit of clients' photos and stories. Ultimately, this study showed that HF program implementation was enhanced by a flexible fidelity to the model and the addition of a community education component because these adaptations helped the program respond to contextual and cultural factors.

The Impact of Place and Time on Homelessness Rates in Major US Cities John Barile, University of Hawaii at Manoa; Anna Pruitt, University of Hawaii at Manoa

Place and time can have a dramatic impact on homelessness rates. While there are likely many contributing factors, changes in the cost of affordable housing and the number of employment opportunities likely affect the number of individuals experiencing homelessness annually. Individual factors, such as substance abuse, medical conditions, educational obtainment, and [lack of] social support often determine who experiences homelessness, but community-level factors likely dictate how many individuals experience homelessness (McChesney, 1990; Shinn and Gillespie, 1994). To date, little is known regarding the longitudinal associations among rental prices, employment opportunities, and homelessness rates in major US cities. Cities that have experienced dramatic increases in rental rates also report sharp rises in homelessness, despite substantial investment in social services. For example, in 2007, Seattle's fair market rent for a one-bedroom apartment was $710, but by 2015, this rate had ballooned to $1,246 (U.S. Department of Housing and Urban Development, 2016). Over this same time, homelessness rates in Seattle jumped by 28%. Conversely, cities that have reported very modest rental increases since 2007 (e.g., Houston, TX, $138 increase and Fresno, CA, $99 increase) reported substantial decreases in homelessness over this same period. While the total number of individuals experiencing homelessness has decreased nationally since 2007, it is unclear whether these declines are the result of more effective prevention and intervention programs or due to contextual changes, such as changes in rental rates, employment opportunities, or other community-level factors. This study will present findings based on archival and primary survey data to examine associations between community-level changes in rental prices and employment opportunities over time and changes in the number of individuals identified in annual point-in-time counts in 50 major US cities between 2007 and 2015. It will then present how these changes align with self-reported causes of homelessness at the individual level.

Session Organizer:
Kristen Diana Gleason, DePaul University

113. Decoloniality in community psychology: Power, praxis, and Southern theorizing
SCRA
Symposium
4:15 to 5:30 pm
Social Sciences Building: FSS 1005
This symposium is part of a wider effort to engage with the analytics of coloniality and decoloniality in community psychology. Our goal is to better understand the nexus of knowledge and power that produce and sustain violence and oppression against bodies, cultures, knowledges, nature, and peoples from the global South. We use the term global South to refer to communities and contexts dominated by systematic and unjust human suffering produced by global capitalism, colonialism, and patriarchy, inclusive of communities and groups in the global North who continue to experience marginalization and oppression (Esteva & Prakash, 2014; Hernández-Wolfe, 2013; Mohanty, 2003; Santos, 2007). It is not a monolithic category and includes epistemologies, experiences, and disparate power relations characterizing the relations within and between communities, societies, and nation-states. Our presentations are anchored in standpoint epistemologies and will examine how community psychology can tackle the coloniality of power defined by Maldonado-Torres (2007) as ⬜long- standing patterns of power that emerged as a result of colonialism, but that define culture, labor, intersubjective relations, and knowledge production well beyond the strict limits of colonial administrations⬜ (p. 243). In order to reinvigorate community psychology⬜s longstanding goal of social transformation, we need to critically engage with traditional, apolitical notions of power and ethics. We need to explore ways in which we can interrogate, insidious workings of power in the academy and beyond and engage in deep reflexive thinking about research and action. Through our projects situated in Australia, India, and South Africa, we will explore ways of challenging privileged sites of knowledge production, forging solidarities across places, and opening up opportunities to construct critical and embodied modes of liberation oriented community psychology praxis.

Participants:

The everyday and the exceptional: A decolonial feminist analysis of gendered violence in Northeast India Urmitapa Dutta, University of Massachusetts-Lowell

In this presentation, I draw upon my activist feminist scholarship in the Garo Hills region of Northeast India to examine the range of vulnerabilities and violence that mark the lives of Garo women. Specifically, I consider a spate of violent incidents that took place in the summer of 2014 in the context of protracted armed conflict, offering a decolonial feminist analysis of civil society (non)response to gender-based violence alongside the voices of Garo women protagonists. Following Lykes and Crosby (2014), my work centers Garo women⬜s protagonism, that is, the ways in which they are actively engaged in constructing and performing complex meanings of ⬜Garo women⬜ at the intersections of coloniality, matriliny, and armed conflict. In this presentation, I discuss the criticality of foregrounding Garo women protagonists⬜ analysis of gendered violence⬜analyses that, illuminate complex interactions between various heteropatriarchal structures, policies, and practices. Such complex interweaving of violence and oppression reveal the fundamental heterogeneity of violence against women and resists straightforward binary assertions of victimhood/oppression or gender equality that reinforce monolithic notions of ⬜Third world women.⬜ I also take up some of the quandaries around representation and voice in doing this work from the standpoint of a ⬜native activist scholar⬜(Russel y Rodríguez, 1998); highlighting the ways in which emerging issues around power, ethics, and justice challenge Eurocentric and Unitedstatesian academic and disciplinary mores. Across each of these sections, the implications for mobilizing decolonial community psychology praxis will be discussed.

Community, coloniality, and Indigenous placemaking: Engaging a decolonising standpoint Christopher Sonn, Victoria University; Karen Jackson, Moondani Balluk Indigenous Academic Unit -Victoria University

Various authors have drawn on the writing of post-colonial scholars to show how culture, like race, has and continues to be used in colonising ways. Some of this criticism is reflected in the growing body of writing on

liberation approaches in social sciences and psychology as well as the calls to 'Indigenise' ways of knowing, doing, and being, and decolonising 'culture' and psychology. The 'decolonial' turn embraces a post essentialist conception of culture, emphasizes plurality of epistemologies, dialogical ethics, and importantly, is committed to affirming the experiences and knowledges of those who have been marginalized, excluded, and/or oppressed. In this presentation, I draw on an interdisciplinary project, in Melbourne's West (Australia) where there is a growing Indigenous population, which sought to document stories of displacement, place, and identity. The project is part of and will inform ongoing community building activities aimed at supporting this growing community. I will discuss the context and steps involved in developing the project that enacts dialogical ethics in the process of ensuring Indigenous control and cultural affirmation, which included adopting storytelling as a central methodology. I will discuss some of the ways in which place and displacement are given meaning and how the stories allow us to reveal ongoing structures of violence as well as of community and survival. I will also reflect on my own role as a non-Indigenous black person and what is afforded by this standpoint for engaging with the politics of knowledge and representation as a key site for decolonising praxis.

> Epistemological resistance towards diversality: Teaching community psychology as a decolonial project Ronelle Carolissen, University of Stellenbosch; Brett Bowman, Wits University, South Africa; Hugo Canham, Wits University, South Africa; Edward Fourie, University of South Africa; Tanya Graham, Wits University, South Africa; Puleng Segalo, University of South Africa

In contexts of political instability and change, disciplinary knowledges, power and processes of knowledge production are often questioned. Psychology is not exempted from this process. We argue that little South African work has illustrated what teaching for decoloniality may mean in a Southern context such as South Africa. We draw on examples of curriculum design in community psychology from three large South African public universities; University of Witwatersrand, University of South Africa and the University of Stellenbosch. Undergraduate and postgraduate modules in community psychology as well as professional training at one university, is discussed. We demonstrate that decolonial teaching methodologies are participatory in nature and allow students to challenge erasure so often central to colonial projects. Facilitating reflexivity among students and staff, as well as encouraging the ability to hold multiple epistemologies, without attempts at colonial erasure of knowledges, encourage economies of knowledge. These processes may minimise abyssal thinking, contributing to cognitive justice, and minimise opportunities for epistemicide. Some challenges involve the potential for romanticising decoloniality and ways in which curriculum may be conceptualised.

> Session Organizer:
> Urmitapa Dutta, University of Massachusetts-Lowell
> Discussants:
> Tod Sloan, Lewis and Clark Graduate School of Education and Counseling
> Ignacio Dobles, University of Costa Rica

114. Advancing Theory in Community Psychology: Mattering and Power, Cyclical Multilevel Empowerment, and Regenerative Sustainability
SCRA
Symposium
4:15 to 5:30 pm

Social Sciences Building: FSS 1006

Clear and functional theory tethers us to the web of ideas and ideals that unite our field. Aligned with SCRA's goal of advancing theory in research and action, this symposium highlights developments in community psychology theory. We will present empirically-based theory and invite discussion on their content and application. Beyond our own theories and research, we will work to engage audience participants in substantive discussion on the role of theory in research and action in SCRA. Theory development from high, grand arcs to dynamic praxis in the trenches of practice keep our work connected to our identities, ethical stances, and professional tenets. We must apply, revise, and reflect upon our core theories for them to remain relevant and, in turn, for our work to remain relevant.

> Participants:
> Mattering: The Role of Power in Feeling Valued and Adding Value Isaac Prilleltensky, University of Miami

Mattering refers to the phenomenological experience that one is important and that one's life has meaning. There are two essential components to the experience of mattering: feeling valued and adding value. There are three sources to the experience of feeling valued: self, relationships, and community. These three sources also act as recipients of the value we want to add to life. In other words, we derive value from, and add value to, self, relationships, and community. There are two kinds of values that we derive from, and add to, these three pillars of mattering: wellness and fairness. We derive wellness from self, relationships and community, and we add value by contributing to wellness in self, relationships and community. The same can be said for fairness. We feel valued by experiencing fairness in self, relationships, and community, and we add value by promoting fairness in these three pillars of mattering as well. Our ability to experience mattering, to feel valued, and to add value, depends in large part on power dynamics operating in relationships and in the community at large.

> Threat Response: A Comprehensive Cyclical, Multilevel Empowerment Model Courte C Voorhees, Frostburg State University

Empowerment is a central concept in community psychology (CP) and vitally important as communities of all kinds face increasing threats to their well-being. This focus on power and intentional shifts toward social justice are a vital part of CP's work in the community and society. In this evolving context, Zimmerman and Rappaport's (1988) classic vision of empowerment as a psychological and instrumental process, wherein people gain control over their lives and the processes of governance and decision-making, requires constant application and adjustment to remain relevant. Following Rich, Edelstein, Hallman, and Wandersman's (1995) model of empowerment as threat response to environmental risks, this paper presents a comprehensive and empirically based model of empowerment that encompasses the multiple levels, sectors, facets, and trajectories necessary to encapsulate community empowerment efforts. Empirical support for this theory from a large action research project indicates the presence, importance, and interconnectedness of formal, intrapersonal, instrumental, and substantive empowerment in the context of community threats. The research supports revisions to existing empowerment models in CP, including a larger cycle of empowerment stemming from substantive gains for individuals and communities and the complexity of empowerment in real-world contexts. Empowerment theory and its application deserve our attention if we intend to progress our field, work, and society.

> A Regenerative Model for Sustainability Bianca Dreyer, Wilfrid Laurier

University

Societal transformation in the face of climate change is both a necessity and inevitability. Core to this transformation is a fundamental reorientation of the complex dynamic between human beings and their physical environment. The built environment is one area where these issues are particularly salient, and offers considerable opportunity for advancing our understanding of interactions between our human systems (sustainability culture, human behavior) and non-human ecological systems (technology, the physical/material environment). Yet, despite clear links between community psychology (CP) values, such as social justice and well-being, and issues of the environment only few theoretical frameworks to guide such work exist. This paper will present a theoretical framework developed for a large multi-sector longitudinal research project on a multi-tenant sustainable office building. These buildings are increasing in number, and yet there is limited understanding on how to engage building citizens in the sustainability goals of them. To extend conceptualizations of sustainability beyond the building phase to the occupancy phase, this paper integrates CP theories within the context of the regenerative design approach. First, the presenter will review past criticisms that have advocated for the inclusion of a geosphere in the ecological model (e.g. Riemer, 2010; Riemer & Reich, 2011; Moskell & Allred, 2012). The presenter will then briefly describe the regenerative design, which has its roots in the ecological worldview and is a progressive framework in green building design. It is based on the three pillars of 1) place, 2) integrative design and 3) whole system. Theories of civic ecology, environmental citizenship and environmental action, systems theory and the ecological model will be integrated into the regenerative approach for a new theoretical model to conceptualize green buildings and their citizen.

Session Organizers:
    Courte C Voorhees, Frostburg State University
    Isaac Prilleltensky, University of Miami
    Bianca Dreyer, Wilfrid Laurier University
Moderator:
    Courte C Voorhees, Frostburg State University
Discussant:
    Manuel Riemer, Wilfrid Laurier University

115. Participatory System Dynamics Modeling: Empowering Stakeholders to Identify, Understand and Modify Drivers of Implementation Outcomes in Health Systems
    SCRA
    Symposium
4:15 to 5:30 pm
Social Sciences Building: FSS 1030

Evidence-based practices (EBPs) may be adopted by providers, prioritized by leadership and supported by health system infrastructure, yet still not reach an adequate proportion of patients. In these systems, local staff expertise and operations data can be synthesized in a participatory system dynamics (PSD) model. PSD capitalizes on health record data, stakeholder expertise and simulation to optimize implementation using a co-created model and a systems science problem definition. PSD modeling simulation empowers stakeholders, enabling them to "zoom in" on the interdependent EBP care continuum and see the potential yield of implementation plans prior to implementation. PSD models evaluate stakeholders' theories of clinic operation, testing explanatory system mechanisms (i.e., local policies and procedures) by which EBP reach could be improved. In this way, the PSD modeling process increases stakeholders' general capacity for quality improvement, while the PSD modeling tool identifies strategies most likely to improve implementation given local EBP-specific capacities and constraints. Through four coordinated presentations, this symposium will define and describe the community psychology values, principles and activities that comprise PSD, showing what is meant by each of the four key terms: participatory, system, dynamics and modeling. Each presenter will define their P/S/D or M term locating it within community psychology practice and the discipline of implementation science. To illustrate why PSD may be a useful complement to related community psychology competencies, presenters will demonstrate PSD methods we use with stakeholders in the U.S. Veterans Health Administration (VA) mental health system. Audience members will experience PSD participatory exercises, and view system models, including their real-time, dynamic simulations, to determine whether or how PSD might be applied in their own implementation or system change initiatives.

Participants:
    System Dynamics Modeling as Participatory Action Research: Improving Implementation of Evidence-based Mental Health Care through Facilitated Group Learning McKenzie Javorka, Michigan State University

We use participatory system dynamics modeling (PSD) to increase reach of evidence-based practices (EBPs) in the VA outpatient mental health system. Participatory research engages stakeholders in long-term, equitable partnerships with activities directed toward their own resources and goals (Schmittdiel et. al., 2010). Participatory research aligns with community psychology's core value of empowering, democratic research processes that share ownership of research, transform power structures, and promote action (Kemmis & McTaggart, 2005). In PSD, stakeholders use modeling simulation tools to evaluate their theory of the health system, test questions important to them, and learn together (e.g., Stave, 2010). Consequently, an implementation problem, such as EBP reach, is defined as a system behavior. The dynamics driving this behavior are better understood through iterative engagement that synthesizes stakeholder expertise, health system data, and simulation. Our collaboration includes providers, staff, local and national leadership, and Veteran patients. A participatory approach is essential for developing a shared problem definition and set of shared priorities valued by stakeholders (Hovmand, 2014). We will demonstrate participatory activities from our PSD facilitation guide that introduce systems thinking and establish a partnership with stakeholders who co-create a system dynamics model that answers the question, "How are patients' mental health needs identified and met in this system?" After a preliminary working model is developed, stakeholders generate hypotheses regarding system changes and prioritize them for modeling evaluation prior to implementation in the "real world." PSD is a process and tool for guiding localized implementation strategies tailored to the resources and constraints of any health system. Stakeholders resolve conflicts regarding their mental models of the system and test ideas about potential solutions to a given problem. PSD facilitation is designed to empower stakeholders by directing research activities toward local priorities and increasing their capacity to achieve and sustain desired implementation outcomes.

    Using System Problem Definitions to Improve the Reach of Evidence-based Practices (EBPs) in the VA Outpatient Mental Health System Alexandra Ballinger, National Center for PTSD, Dissemination & Training Division

Participatory System Dynamics (PSD) allows stakeholders to evaluate system impacts of proposed implementation strategies using modeling

(Hovmand, 2014; Sterman, 2006). Stakeholders move from a qualitative understanding to a mathematical model of their system (Sterman, 1994). PSD is consistent with community psychology principles, which conceptualize complex problems as the interplay of multiple interrelated factors, rather than any individual factor alone (Bronfenbrenner, 1979; Luke, 2005). We work with Veterans Health Administration (VA) mental health stakeholders and will demonstrate activities for developing a system definition of an implementation problem. We will present a system model we co-created with stakeholders that includes two primary types of variables: stocks and flows (Forrester, 2009). A stock is a value representing a system state, for example, the number of patients currently in a given program, which can be distinguished from the inflows and outflows driving that state. These system dynamics can be understood as drivers of overall system behaviors, including desired implementation outcomes. After illustrating the principle that a system structure causes its own behavior, we will show why some health systems may be unable to meet desired implementation goals, unless the underlying dynamics of that system are changed (Meadows & Wright, 2008). Stakeholders are often unable to form accurate mental models of complex system behaviors, and it can be empowering to use system science tools to identify system mechanisms for achieving desired changes (Hovmand, 2014). Therefore, PSD is a valuable method for community psychologists to facilitate system understanding and system change. Use of a visual model illustrates interdependence, provides a tool for assessing the "fit" of desired changes within existing system resources and constraints, and enables stakeholders to visualize common system properties, such as self-organization, emergence and adaptation during implementation planning and evaluation (Damschroder et al., 2009; Glasgow & Chambers, 2012).

> Understanding System Dynamics to Create System Change Swap Mushiana, National Center for PTSD, Dissemination & Training Division, University of San Francisco

Participatory system dynamics (PSD) is an iterative process of co-learning designed to empower stakeholders to create valued system changes. "Dynamics" refers to the types of relationships among system variables that drive overall system behavior over time (Hovmand, 2014). PSD includes ongoing evaluation of these dynamics, which when better understood, can be leveraged to achieve system goals. Although community psychologists are likely to integrate stakeholder input and conceptualize problems in systems terms, incorporating a formal understanding of system dynamics is rare (Lounsbury et al., 2013). We are partnering with stakeholders using PSD to improve the reach of evidence-based care in the VA outpatient mental health system. The dynamics of this implementation problem include rates, proportions, and accumulations of patients, staffing, information and other system resources over time. As we will show, these system dynamics can be characterized by feedback structures. Positive feedback (reinforcing loop) occurs when the output "feeds back" and enhances the input leading to exponential growth, or instability, such as rapid oscillations. With negative feedback (balancing loop), the output feeds back to reduce the input, creating stability or homeostasis. We will demonstrate our approach to facilitating increased understanding system dynamics in implementation problems, using a model that illustrates the principles of both positive and negative feedback in a mental health system. We will also review steps to validate and calibrate a system dynamics model using health system data while incorporating a high-level of stakeholder input. Using PSD, frontline clinicians and staff can increase their understanding of the dynamics generating system behavior, identifying leverage points likely

to improve outcomes or avoid unintended outcomes in their local system. Community psychologists are likely to benefit from more frequent use of formal mathematical, and graphic or visual tools that PSD provides for understanding dynamics of systems (Zimmerman et al., 2016).

> Seeing the System You Want to Change: Simulation Modeling to Improve Implementation of Evidence Based Practices in a Complex Healthcare System Melissa London, Veterans Affairs Palo Alto Healthcare System

Participatory system dynamics modeling (PSD) simulates dynamic system processes to provide insights regarding system behaviors (Hovmand, 2014). Modeling is iterative, using qualitative and quantitative inputs to assess system dynamics (Hirsch, Levine, & Miller, 2007). Consistent with community psychology principles and values, PSD simulations enable stakeholders with diverse points of view to develop a model that can be used toward their own priorities (Zimmerman et al., 2016). We are modeling an implementation problem in the outpatient mental health system of the Veterans Health Administration. We use modeling simulations to optimize implementation plans designed to improve the limited reach of evidence-based practices. We will review our approach to synthesizing quantitative inputs gathered from health system electronic health records and administrative data, and validating and calibrating the PSD model iteratively with stakeholders. We will then demonstrate a modeling simulation that compares stakeholder proposals for an alternative redesigned outpatient system as compared to the base case or status quo of the system. This simulation exercise will illustrate the type of stakeholder learning made possible from real-time, implementation experimentation in the virtual world of a PSD model. As we will show, simulating implementation plans also estimates if and when improvements should be observed, which is a significant innovation. PSD modeling is particularly valuable to community psychologists contributing to the developing field of implementation science. First, PSD may save time and resources compared to implementation trial-and-error by improving the system problem definition and identifying the optimal implementation plan through simulation, prior to attempting difficult system changes. In addition, when PSD models are co-created and ownership of the model is transferred to stakeholders through an empowering participatory partnership, stakeholders can continue to monitor key system behaviors, using the model to sustain gains in key implementation outcomes over time.

Session Organizer:
> Lindsey Zimmerman, National Center for PTSD, Dissemination and Training Division

Moderator:
> Lindsey Zimmerman, National Center for PTSD, Dissemination and Training Division

Discussant:
> David Lounsbury, Albert Einstein College of Medicine

116. Engaging Youth in the Research Process
SCRA
Workshop
4:15 to 5:30 pm
Social Sciences Building: FSS 14001

Engaging youth in research can be challenging but also a rewarding part of community work. Young people can not only learn research skills but can be actively involved in the research process as assistants, interviewers, facilitators, advisors, and participants. This workshop will discuss ways in

which youth can be engaged in research using the examples of the New Opportunities for Innovative Student Engagement (NOISE) program and A Way Home Ottawa (AWHO). NOISE is a 12-week course offered to high school age students that teaches community-based research skills and applies those skills to youth-led community projects. AWHO is an initiative to prevent and end youth homeless in Canada's national capital. It has collaborated with social scientists to train youth who have experienced homelessness to interview one another about their experiences and ideas for transforming local support systems. Based on these research initiatives, this workshop will offer strategies for teaching research skills, training youth to collect and analyze data, and engaging youth at different points of the research process. This talk will discuss the benefits as well as challenges of including youth in research projects and brainstorm ways in which projects can expand to include youth.

Presenters:
Stephanie Rattelade
Justin Langille, Carleton University
Anne Mackay, Youth Research and Evaluation Exchange
Kaite Burkholder Harris, A Way Home Ottawa

Session Organizers:
Stephanie Rattelade
Justin Langille, Carleton University
Anne Mackay, Youth Research and Evaluation Exchange
Kaite Burkholder Harris, A Way Home Ottawa

117. Interrogating Whiteness in the Context of Community Based Research and Action
SCRA
Symposium
4:15 to 5:30 pm
Social Sciences Building: FSS 2005

The election of Donald Trump, and the concomitant reemergence of white supremacy into the mainstream, signifies a new urgency in the fight for racial justice. Trump's margin of victory among non-college educated whites, and the resulting liberal gnashing of teeth, heighten the need for a proactive interrogation of whiteness. Multidisciplinary critical scholarship has turned towards whiteness as epistemology and target of intervention. This symposium engages this turn by interrogating whiteness in the context of community based research and action in the United States. To interrogate whiteness is to confront, head-on, questions around race and racism in regards to the ways in which white people engage with the racial "other" and with their own complicity in racism. Troubling these waters has given rise not only to the assertion of white racial identity as a social location (e.g., Helms, 1991), but also to such concepts as white fragility (DiAngelo, 2011) and fatigue (Flynn, 2015) in response to discussions about systemic racism, and to vigilance in response to white complicity (Applebaum, 2013). These and related constructs will inform four presentations about whiteness as social location in relation to community research and action. Presentations will grapple with such questions as: How can white Americans learn about systemic racism and teach their peers? How do white allies develop critical consciousness around race in the context of anti-racist praxis? In what ways is "cultural competency" training for health care professionals complicit in maintaining racialized health disparities? And, how do white teachers navigate colorblind and multicultural ideologies while engaging students of color? Presentations will be followed by an interactive discussion based on themes of the symposium, led by a discussant whose work is grounded in anti-racist white affinity groups. We hope this symposium will inspire proactive responses over victimhood in regards to the current political crisis.

Participants:

"I thought Ghettos Just Happened": Classroom-Based Participatory Action Research for the Development of Curriculum on Systemic Racism Brett Coleman, Western Washington University; Courtney Bonam, University of Illinois at Chicago

Critical scholarship on whiteness suggests an "epistemology of ignorance" when it comes to understanding racism's structural and embedded nature (Sullivan & Tuana, 2007). For example, whites tend to understand racism as a matter of defective personal attitude, and often respond to discussions of systemic and historically rooted racism with resistance, fatigue, or fragility (Bonam, Das, Coleman & Salter, in prep; Applebaum, 2013; DiAngelo, 2011; Flynn, 2015). Yet, whites' systemic thinking about racism and other forms of marginality can be facilitated when curricula emphasize structural determinism and interaction with racial and cultural others, who possess greater systemic understanding of racism due to the socialization of their marginalized identities (Lopez et al., 1998). This presentation reports on 1) a brief intervention that increases white Americans' sensitivity to systemic racism, 2) qualitative themes in participants' responses to the intervention, and 3) its development into a classroom-based participatory action project to engage white students, along with their white and people of color peers, in the development of curriculum meant to teach systems and structural thinking about racism. Participants in the experimental condition (N=183) were exposed, via an audio clip, to a brief history of the federal government's role in creating black ghettos, and were more attuned to both systemic and individual racism than those in the control condition (N=132). Responses to the intervention ranged from emotional reactions at not having learned this history before to denial and rejection. The experiment and the qualitative themes constitute the basis of new curriculum, which will be developed in collaboration with college students across regions, campuses and disciplines. The participatory nature of the project, and our goals for its development, will be discussed.

Staying Woke: Critical Consciousness Development and Maintenance among Anti-Racist White Community Organizers Charles Collins, University of Washington-Bothell Campus

According to Watts and colleagues, critical consciousness is a cognitive process by which marginalized individuals learn to examine the conditions that perpetuate social disparities. The purpose of critical consciousness development is to gain the awareness necessary to understand root (i.e. structural) causes of social marginalization and take action to address those issues. Often utilized within communities of color as a tool for education and social action, White-radical communities are beginning to adopt racial critical consciousness cognitive frames as a tool for understanding white (structural) supremacy with the goal of acting as accomplices in anti-racist community organizing and activism work. Utilizing semi-structured interviews from White, anti-racist community organizers in the greater Seattle region, this presentation has two main goals: 1) to build a model to understand the conscientization process (i.e. the process critical conscious development) by which White identified organizers become critically conscious of racial injustice. And 2) to examine the process by which anti-racist White organizers interrogate their own whiteness in relation to the larger racial justice movement. Preliminary analyses revealed a fairly complex and diverse model of conscientization for White organizers. Regarding goal one, White organizers are introduced to the conscientization process in both formal (e.g. educational) and informal (e.g.

familial) avenues. Subsequently, White organizers often reflexively examine individual-level racist transgressions in parallel with structural systemic racism and white supremacy. Regarding goal two, White organizers engage in a continuous process of action-reflection to interrogate their role as White identified accomplices in a person of color led movement. This action-reflection process allows space to examine a White organizer's unique role in the anti-racist movement. For this symposium, finalized analyses and a complete model will be presented.

> A Privileged Perspective: How a Racially Conscious White Male Teacher Interacts with his Students Jacob Bennett, University of Virginia

It has been argued that for White teachers to truly be culturally responsive, they first must examine and understand how Whiteness has perpetuated racial supremacy in U.S. society. The goal of this interpretive study was to further research in the field of Whiteness studies by empirically analyzing how a racially conscious White teacher interacts with his minoritized and White students. I examined the participant's classroom using Critical Race and Cultural Historical Activity Theory (CHAT). Results point to his ability to empathize with the different lived experiences of his students, creating a learning environment in which minoritized students felt comfortable, trusted, and respected. This study acted as a segue into a multiple case study in which I will observe teachers who adhere to either colorblind or multicultural racial ideologies for possible differences in interactions with their students.

> The Limits of Cultural Competency in Healthcare: Learning about Racism in Medicine Noe Chavez, City of Hope Medical Center

Several medical schools and healthcare institutions have incorporated cultural competency training as a means to address health disparities and improve healthcare for patients from culturally diverse backgrounds (Betancourt & Green, 2010). Although cultural competency skills are necessary and essential for improving communication and understanding between healthcare providers and patients of diverse backgrounds, these skills are insufficient to help address complex rampant health inequities. Also, there is growing critique from medical anthropologists and others about how "culture" is defined within cultural competency training and the unintended perpetuation of narrow stereotypes of various groups via this type of training (e.g., Fox, 2005). Therefore, there is a momentum for teaching about racism and social justice in medical schools, nursing, and other healthcare environments to address the complex health and psychosocial experiences of patients and their families living in a world of White privilege and multiple inequities (e.g., Kumagai & Lypson, 2009). The current presentation will briefly examine the prevalent models of cultural competency training in medicine and share ideas from the research literature on how to enhance this training with inclusion of education in racism. In particular, research on the links between racism and various health outcomes (e.g., cardiovascular health, biological mechanisms of aging, mental health) will be presented. Also discussed will be insights from work applying critical race theory in public health (Ford & Airhihenbuwa, 2010) and anti-racism education in nursing (Schroeder & DiAngelo, 2010). The presentation will highlight the challenges of integrating issues of racism and White privilege in the culture of medicine and end by discussing how local communities adjacent to medical centers can be engaged to improve healthcare education aimed to achieve health equity and transform medical systems.

> Session Organizer:
> Brett Coleman, Western Washington University

Discussant:
Samantha Lynne Gupta, Pacifica Graduate Institute

118. Partnering with Universities for Transformative Campus Change
SCRA
Symposium
4:15 to 5:30 pm
Social Sciences Building: FSS 4004

In this symposium we describe four different projects where we used our community psychology assessment and research skills to promote transformative change on our university campus. Each project was guided by community psychology values of justice and diversity, focusing on key issues such as promoting student openness to diversity and preventing sexual assault. For each project, we discuss the process of developing the research-based partnership, the purpose and nature of our collaboration, key findings, and how we attempted to use the work to promote transformative change on campus. Specifically, the first presentation describes research and assessment about a mandatory in-person diversity workshop for all first-year students at our university. The second examines faculty responses to an online training at our university about the role of implicit bias in the hiring process. The third presentation describes research and assessment with two different campus efforts focused on sexual misconduct. The first describes the design, implementation, and dissemination of a campus-wide survey about sexual assault. The second examines evaluation of a bystander intervention training program as a sexual assault prevention programming tool. Both projects involved collaboration with a larger campus unit and we will discuss lessons learned from these partnerships. Overall, the symposium is in line with the themes of the conference as it focuses on how we worked to make an impact on our campus using our skills in assessment and research for programs focused on justice and diversity. In order to ensure interactivity and audience participation, the presenters will adhere to a strict time-limit, we will take one to two questions after each presentation, and the chair will then moderate an in-depth discussion with audience members.

> Participants:
> Partnering with a Campus Diversity Office to Assess Diversity Education Efforts Brett Ashley Boeh, University of Illinois at Urbana Champaign; Nathan Todd, University of Illinois at Urbana-Champaign; Ross A Wantland, University of Illinois Urbana-Champaign

Community psychologists in university contexts often are working to understand how to promote values of inclusion, diversity, and social justice on college campuses. Many units on college campuses, such as student affairs, also have the same goal. In this presentation, we describe our partnership with one such unit on our campus, the Office of Inclusion and Intercultural Relations (OIIR). The goal of the partnership is to collect assessment data about one of the key OIIR programs, I-Connect, which is a required, one-hour, student-facilitated workshop for first-year and transfer students at the university. The I-Connect workshop aims to promote diversity and inclusion by conducting an experiential activity about the complexity of social identities, as well as to promote dialogue by having students work through diversity related case-based scenarios. Given our research focuses on understanding how to promote social justice, this was a natural partnership where we conducted research on this program while also provided assessment data to guide future practice. In this presentation, we will discuss the genesis of the partnership and our first year of work

together. We describe our role in helping select research measures and the research design (a quasi-experiment pre- post-test design with a control group (n = 92) and intervention group (n = 209)). We discuss key findings, namely that awareness of social identities decreased in unexpected ways for those completing the workshop. We describe our use of racial identity and intersectionality models to make sense of these findings with our collaborators. Finally, we discuss lessons learned and next steps in working together. Overall, we hope this work will continue to promote transformative change on campus by helping to build a climate of inclusion while also helping to teach students skills necessary for dialogue and bystander intervention when issues of social justice arise on campus.

Understanding Faculty and Staff Reactions to a University-Sponsored Implicit Bias Training Yara Mekawi, University of Illinois at Urbana-Champaign; Nathan Todd, University of Illinois at Urbana-Champaign; Brett Ashley Boeh, University of Illinois at Urbana Champaign; Wendy Heller, University of Illinois Urbana-Champaign

The issue of underrepresentation of women and racial and ethnic minority faculty is pervasive across universities. However, this issue often is not explicitly addressed because the problem is often defined as a "pipeline" issue (e.g., underrepresentation at the undergraduate and then graduate level), and therefore not under the control of the university. In contrast, there is evidence that bias-reduction interventions at the faculty level may nevertheless be worthwhile in helping to improve the process of identifying and recruiting underrepresented faculty. Our own university has taken the latter approach by implementing a multi-pronged, top-down, campus-wide initiative to increase the recruitment and retention of underrepresented faculty. Part of this initiative includes a mandatory 30-minute online education course that covers topics such as: (a) the role of implicit biases in applicant evaluation, and (b) myths about various underrepresented groups (e.g., racial and ethnic, women, LGBT, individuals with disabilities). This presentation describes our multi-year research-based partnership with the campus unit that sponsored the implementation of this educational course. In particular, we describe how we began to work together and the ways we have collected data to inform the content and implementation of the online educational course. We then share key findings from analysis of over 1,000 open-ended responses to a survey that was embedded at the end of the online training. We used Consensual Qualitative Research to determine major categories as to faculty and staffs' intentions for change due to the educational course across cognitive (e.g., become aware of biases), attitudinal (e.g., approach applications with a more open mind set) and behavioral (e.g., speak up about diversity issues in search committee meetings) domains. We will then discuss these findings in the context of an overarching goal for promoting transformative change in the faculty recruitment and hiring process.

Collaboration with Multiple Units within a University on Sexual Misconduct Response Efforts Jonathan Bystrynski, University of Illinois at Urbana-Champaign; Suvarna Menon, University of Illinois at Urbana-Champaign; Nicole Allen, University of Illinois at Urbana-Champaign

Most universities have heeded the call to evaluate and enhance their prevention of and response to sexual misconduct. While the importance of students' safety is a shared value, divisions within a university often have competing conceptualizations of the school's needs and the methods required to meet them. This presentation will provide an overview of two collaborations between the researchers and the University of [removed for blind review] that involved these institutional tensions between units within the University. Comparing and contrasting these two collaborations will showcase tensions between conceptualization and problem definition of sexual misconduct with how the university attempts to address these concerns. The first project emerged from the University president's task force charged with assessing the school's prevention of and response to sexual misconduct. Working primarily with the Vice Chancellor of Student Affairs, we administered a survey on students' experiences with sexual misconduct and their perception of the University's response. In preparing to report the results of a campus sexual climate survey to specific departments and the wider community, we were required collaborate with competing interests to make decisions between clarity and depth in reporting, sharing marginalized groups' experiences while reducing the risk of overgeneralization, and providing context without minimizing students' experiences. In the second project, we partnered with the Women's Resources Center and served as consultants assisting in the evaluation of a bystander intervention program. We were confronted with issues regarding different conceptualizations of the purpose and importance of the evaluation, prioritizing students' needs, resource sharing, and the use of an external consultant. Although we will discuss our studies' key findings, our main emphasis will be on the process of collaborating with campus units and the challenges associated with sustaining a collaborative process across units.

Session Organizer:
Brett Ashley Boeh, University of Illinois at Urbana Champaign
Moderator:
Brett Ashley Boeh, University of Illinois at Urbana Champaign

119. Militarized Policing and its Threats to our World Communities
SCRA
Roundtable Discussion
4:15 to 5:30 pm
Social Sciences Building: FSS 4006

A new and threatening issue to our world communities today is the increasingly thin boundary between military approaches in war and policing within domestic settings. Unlike community policing where officers are focused on collaboration with the community, militarized policing brings strategies of war to our city streets. In the United States, the militarization of policing has become particularly serious since the beginning of the Global War on Terror, and since militarized policing has been used to intimidate protestors in the Black Lives Matter movement, to engage in surveillance of Muslim/Arab groups, and detain and threaten migrants. The social ecology of militarized policing touches on mass incarceration, solitary confinement in prisons, weaponry used to threaten and intimidate members of the community, and the de-individuating effects of trading camouflage to blue uniforms. Community psychologists and mental health professionals must better work with community members to change policy, alter police approaches, and ensure that systemic and personal racism is not tolerated, anywhere. In this roundtable, the presenters will describe various instances of militarized policing, and then open up discussion to attendees about the right to non-violent protest, human rights, and forms of public safety that protects human rights, that uses dialogue rather than fear, and that recognizes the need for unity against oppressive systems in the United States and throughout the world.

Session Organizers:
Brad Olson, National-Louis University
Alice LoCicero, Wright Institute
Moderators:

Brad Olson, National-Louis University
Serdar M. Degirmencioglu, American University in Cairo

Discussants:

Ericka Mingo, National-Louis University
hana masud, National louis university
Sonja Hilson, National-Louis University
Alice LoCicero, Wright Institute

120. Power in voice: An oral histories listening event
SCRA
«The Innovative Other»
4:15 to 5:30 pm
Social Sciences Building: FSS 4012

Sharing narratives through spoken work preserves the stories of our lives. Counter narratives are particularly important, as they represent the power and history of those who have been historically oppressed by research institutions. This "innovative other" listening event invites you to hear stories of immigration, leadership, and strength from the residents of Little Village, a Mexican community on Chicago's Southwest side. The Little Village Community Health Assessment (LVCHA) is an ongoing partnership between faculty and graduate students, community activists, organization leaders, and community members working collaboratively to develop a shared understanding of the community health needs and assets of Little Village residents. This event is grounded in the specific project collaboration with organizations, Enlace Chicago and Storycorps to participate in and document 31 oral histories of leaders in the community. In participatory health assessments, we aim to build on the individual and community strengths that these stories bring out. To that end, during this listening event we will actively listen and engage in discussion around the power of storytelling as transformative research and action.

Session Organizer:

Sarah Gabriella Hernandez, University of Illinois Chicago

Moderators:

Ana Genkova, University of Illinois at Chicago
Yvette Castañeda, University of Illinois

121. Civic Engagement in a Community Psychology Framework: The Potential of Secondary Analysis using Archived Data
SCRA
Symposium
4:15 to 5:30 pm
Social Sciences Building: FSS 5028

Entries on community psychology in recent volumes of the Annual Review of Psychology show a progression establishing the substantive and methodological value of this symposium.   Shinn and Toohey (2003) identified the context minimalization error --overestimating the role of individual dispositions without sufficient attention to how contexts ranging from "nations to neighborhoods" shape psychological processes. The authors suggest using archival sources. International large-scale assessments of civic engagement including measures of context are a sources that could answer some of the research questions these authors identify. Trickett (2009) suggested studies of interventions sensitive to the "ecology of lives" and "assessment of social setting and their impact." The climates of neighborhoods and schools are important. He argues for multilevel analysis and cluster analysis, methods widely used in civic engagement research. Oishi (2014) introduced socioecological psychology, showing associations between aspects of countries' social ecology and composites of individual behavior. This graphic technique is commonly employed in international civic engagement studies (e.g., plotting averages of adolescents' trust in the government against the number of years their country has been a democracy).   Oishi uses adult World Values Survey data, which are similar to adolescent civic engagement studies.   Finally, Oishi suggests studying ecological niches. Several analyses of civic engagement data have used a developmental niche model. Data from the IEA CIVED Study (conducted with nationally representative samples totaling 140,000 middle and late adolescents in 29 countries), is a valuable source for community psychologists' research. The senior scholar's paper will discuss contextual factors and results from a systematic review of secondary analyses of these data (including multilevel analysis and cluster analysis). The early-career scholars will illustrate the importance of context, the value of studying school/classroom climate, and the use of cluster analysis. The Discussant will integrate across presentations considering opportunities for community psychologists.

Participants:

The Potential of a Large-Scale International Study of Civic Engagement for Community Psychology Research Judith Torney-Purta, University of Maryland

Secondary analysis of archived large data sets that include attitudes toward community, diversity and civic participation has been underutilized by community psychologists. Several data sets are readily available (e.g., CIVEDLeads at ICPSR, University of Michigan). This symposium showcases analyses using the IEA Civic Education Study (CIVED) conducted in 1999 with 90,000 14-years-olds in 28 countries (including the United States) and 50,000 older students in 16 countries. The International Civics and Citizenship Study (ICCS), conducted a similar survey in 2009 in 38 countries (not the U.S.). These readily available data files allow researchers to concentrate on framing theoretically-grounded and practically useful research questions rather than on the hassles of data collection. The respondents come from nationally representative samples of schools; information is available about the school context, the community content and the national context.   With these data it is possible to systematically consider aspects of context using multi-level analysis. A recent systematic review identified nearly 100 articles reporting secondary analysis of these data sets. Groups of scholars from psychology, sociology and political science in countries including the United States, Belgium, Italy, Estonia, England and Chile have publications in this list.   Approximately 35 articles deal with the climate of organizations, respondents' trust in local groups and national institutions, likelihood of volunteering and other community actions, as well as attitudes toward immigrants, ethnic groups and women. The scholar organizing the symposium and authoring this paper was the Organizing Chair for the CIVED Study (also senior author of its major reports). This first paper will summarize the contents of the databases and results from the systematic review in relation to the concepts and methodologies of community psychology. She will introduce secondary analyses conducted by the three early career scholars.

Communities of Practice for Youth Civic Engagement: A Comparison of Australia and the United States Gary Homana, Towson State University

The communities that youth enter while in school, and the relationships those communities foster have an impact on youth behavior as adult members of society -- especially, their expectations of adult civic behavior and future participation as citizens (Torney-Purta, 2006). This analysis of data from the 1999 IEA CIVED Study seeks to illustrate the usefulness of

Conference Program

the communities of practice paradigm for studying civic engagement (Lave & Wenger, 1991; Wenger, 2014). This paradigm suggests that schools are places where identity, purpose and direction are shaped by the social processes within the group. In these contexts students a) coalesce around issues that are important to them, b) develop understandings about those issues, c) forge consensus about how to approach issues, and d) develop strategies for collective action. Specifically, this study explores the role of participation in two types of civic communities of practice at school: the student council community and the voluntary organization community. The dependent variables are expected adult political participation and trust among 14-year-olds in Australia and the United States. Examining the role of these two civic communities of practice can help community psychologists better understand the challenges and possibilities associated with encouraging particular civic and political beliefs and participation that promote positive social norms (Shin & Toohey, 2003; Trickett, 2009). Specific characteristics of contexts can be considered. Findings suggest that in both countries, participation in the civic communities of practice is associated with more favorable civic engagement-related outcomes, including higher levels of political trust and greater expectations to become an informed voter and an active citizen. At the same time, while important for all students, communities of practice appear especially important for adolescent males who are particularly susceptible to the negative effects associated with a lack of civic involvement.

Adolescents' Support for Traditionally Marginalized Youth in Two Countries Tess Yanisch, New York University

This paper examines profiles of adolescents' attitudes toward three traditionally marginalized groups—women, immigrants, and ethnic minorities. Data are from the 1999 IEA Civic Education Study in the United States and Australia. Participants rated their support for political and economic rights of women, immigrants, and ethnic minorities. Latent class analysis (LCA) reveals meaningful patterns in levels of endorsement across items, revealing groups of young people who differentially support rights for particular disadvantaged groups (for example, support women's rights but not rights for immigrants, or vice versa). Researchers and designers for interventions at community sites have a stake in understanding individuals who fall into each attitudinal pattern – their demographic characteristics and other attitudes these individuals hold. For example, groups with different biases would be open to different interventions aimed at reducing prejudice in middle adolescence. Accordingly, demographic and attitudinal correlates of cluster membership will be examined: ethnicity, gender, SES, and immigrant status, along with the extent to which cluster members experience an open and respectful classroom climate and their level of comfort with people with different ideas. Classroom diversity and aggregated openness of the classroom climate are also examined as classroom-level correlates. As the 14-year-olds participating in this study in 1999 are in their early thirties now, this study sheds some light on political trends in the past two decades. Nations worldwide have faced rising tides of aggressive traditionalism, bringing sexism, racism, and anti-immigrant sentiment to the fore of political discussions. The current study identifies the roots of the disparate strands of support and prejudice that appear to make up these movements.

Profiles of Students' Perceptions of Classroom Climate and Student Influence at School: School and Community Correlates Frank Reichert, University of Hong Kong

In addition to the individual factors that influence students' civic attitudes and their behavior as citizens, social contexts affect students' behaviors and attitudes. For adolescents, schools nested in their communities shape students' propensity to act, and what they think about society and minority groups. Studies have shown how an open, democratic classroom climate can cultivate citizens who are engaged in their communities, and that the perceived value of participation at school is positively related to such participation. However, most previous research has examined these variables as predictors of student learning and participation, whereas little research has been undertaken to examine heterogeneity in how students perceive classroom climate and their influence at school, and how this reflects school and community factors. This paper asks how students differentially perceive classroom climate and the value of student participation at school, and how school contexts and neighborhoods are related to these perceptions. The analysis uses data from the four Nordic countries that participated in the International Civic and Citizenship Study (Denmark, Finland, Norway, Sweden). Latent class analysis reveals meaningful patterns of students' perceptions of classroom climate and the value of participation. Different latent classes reflect groups of students with distinct views on these contextual factors. Multinomial regression analysis examines the relations between students' views and school context, neighborhoods and country-level correlates. Specifically, latent class membership is predicted by principals' reports about school autonomy, resources in the local community, social tension in the community, and social problems at school, as well as school sector and the student-teacher ratio. Students' differential perceptions of classroom climate, the value of participation at school, and community contexts may indirectly influence learning for democratic citizenship and engagement in community and political life. The present analysis provides leverage points for school and community development for nurturing active and informed, democratic citizens.

Session Organizer:
Judith Torney-Purta, University of Maryland
Moderator:
Christopher Keys, DePaul University
Discussant:
Christopher Keys, DePaul University

122. Sexism in Our Professional Lives: Shared Experiences, Coping and Strategies for Change
SCRA
Workshop
4:15 to 5:30 pm
Social Sciences Building: FSS 7003

As those who have dedicated ourselves to working toward social justice, we are not immune to blatant sexism, discrimination and microaggressions in our professional lives. The goal of this interactive workshop is to provide a forum to share various and diverse experiences of sexism in professional environments, discuss coping strategies and consider approaches to social change. At the start of the session, each participant will write down an experience they are willing to share anonymously. These will be placed in a box. Each participant will then choose one written experience at random to read outloud. These shared anecdotes will be a springboard for discussion. Participants will then break into smaller groups. Group discussions will be facilitated by conversation starter discussants. Workshop discussants include Nicole Allen, Holly Angelique, Meg Bond, Becky Campbell, Jessica Goodkind, Lauren Lichty, Colleen Loomis, Eylin Palamaro-Munsell, Michelle Ronayne and Jessica Shaw. Each group will decide what topic(s) to discuss. Topics may include intersectionality, coping strategies, combating sexism at

an institutional level, encountering women as sexists, and ways we change our behaviors to avoid backlash and/or trouble. Each smaller group will discuss the issues of their choice, provide support and brainstorm strategies for movement toward more equitable and inclusive work environments.

Session Organizers:
Eylin Palamaro Munsell, Arizona State University
Holly Angelique, Penn State Harrisburg
Lauren Lichty, University of Washington Bothell

Moderators:
Eylin Palamaro Munsell, Arizona State University
Holly Angelique, Penn State Harrisburg
Rebecca Campbell, Michigan State University
Jessica Goodkind, University of New Mexico
Lauren Lichty, University of Washington Bothell
Michelle Ronayne, Comprehensive Health Services
Jessica Shaw, Boston College

123. Creating Action Toolkits for Change
SCRA
Workshop
4:15 to 5:30 pm
Vanier Hall: VNR 1075

The aim of this workshop is to provide practical guidance to support community organizing and community change. We will focus on how to utilize online supports to strengthen coalition-building and civic engagement. Learn how groups like the Peace Corps, Charter for Compassion International, Healthy People, and the World Health Organization have utilized and built upon online resources, including free, open-source resources available through the Community Tool Box, to support effective action on a variety of social causes. The Community Tool Box (http://ctb. ku.edu) is a free global resource for social change. It has grown to 7,000+ pages, drawn from community psychology, public health and related fields. The CTB plays a significant role in supporting community practice and has a growing worldwide reach (over 5.7 million unique users annually and growing). The CTB empowers people to further social justice, promoting community health and development by connecting people, ideas, and resources. The Community Tool Box team is offering this hands-on workshop for your social cause or effort by helping you conceptualize your framework for change and draw upon relevant practical resources. Ultimately, participants will learn how to integrate customized examples, curated tools, and guidance for implementation with their effort's framework for change. Workshop facilitators include: Christina Holt, who has worked with the U.S. Peace Corps to provide training supports for staff, volunteers, and community liaisons; Tom Wolff and Vincent Francisco, who have helped make available an online platform for collaborating for equity and justice; Jerry Schultz, who has made online resources available to the Latino Health for All Coalition; and Bill Berkowitz, who will facilitate the hands-on portion of this session to help groups identify their framework for action and a process for identifying relevant tools for change and supporting examples.

Presenters:
Christina Holt, University of Kansas
Vincent Francisco, University of Kansas
Jerry Schultz, University of Kansas
Thomas Wolff, Tom Wolff & Associates
Bill Berkowitz, University of Massachusetts-Lowell

Session Organizer:
Christina Holt, University of Kansas

124. Mo' Competencies, Mo' Problems?: Responses to the 2016 Survey of Graduate Programs in Community Psychology
SCRA
Symposium
4:15 to 5:30 pm
Vanier Hall: VNR 1095

This symposium presents findings from the 2016 Council of Education (COE) Survey of Graduate Programs in Community Psychology, focusing especially on results regarding training in the Competencies for Community Psychology Practice (Connell et al., 2013) and Competencies for Community Research. The Competencies for Community Research were proposed because of the focus of the Practice Competencies on roles outside of academic scholarship (Christens et al., 2015). In addition to questions regarding basic program characteristics such as training levels and types, numbers of students and faculty and so forth, the 2016 survey questioned respondents (program directors or other representatives) on the extent to which most students receive training in each competency area. The survey also focused on problems encountered by programs. Symposium papers include a paper introducing the 2016 survey and describing changes in content from the 2012 version and their rationale (Faust), a paper describing quantitative and qualitative data on problems reported by training programs (Neal), and one describing findings on training in practice and research competencies, as well as relationships between the breadth of competencies emphasized by programs and the problems they identified (Haber). Findings indicated that two thirds of universities reported at least one significant problem in their graduate programs, most frequently in the areas of faculty and student recruitment. Programs were more likely to train students to at least a basic level of proficiency in program-related practice areas (e.g., program evaluation) than in community-level practice areas (e.g., coalition development, policy analysis). Programs providing training to a basic level in a greater number of community practice or community research theory competencies were more likely to report problems with student quality. The symposium will conclude with a facilitated discussion (Legler) of how these findings highlight areas for growth in community practice and research training

Participants:
Introduction to the 2016 Survey of Graduate Programs in Community Psychology Victoria Faust, University of Wisconsin-Madison; Brian Christens, University of Wisconsin-Madison; Christian Connell, Yale University; Mason Haber, University of Masssachusetts Medical School; Laura Kohn-wood, University of Miami; Zachary Neal, Michigan State University

The 2016 Survey of Graduate Programs in Community Psychology, the eighth such survey of its kind, assessed master's and doctoral level programs self-identified as having a focus in community psychology, either as a primary, "standalone" or "hybrid" area of study (e.g., clinical-community or programs). In addition to covering topics from the 2012 survey, including problems in areas such as hiring, student recruitment, and status in their respective universities, and training in the Competencies for Community Psychology Practice (Connell et al., 2013), the 2016 survey was expanded to include coverage of training in Competencies for Community Research. These research competencies were proposed because of the focus of the Practice Competencies on roles outside of academic scholarship (Christens et al., 2015). Initially identified through 19 semi-structured

interviews conducted with a diverse range of experts in the Society for Community Research and Action (Christens, Connell, Faust, Haber, et al., 2015), research competencies in four areas were included in the 2016 survey: 1) design skills (e.g., mixed methods), 2) data collection and analysis skills (e.g., data management, nested designs), 3) theories and perspectives (e.g., empowerment), and 4) foundational Competencies, mirroring foundational competencies in Community Practice, capturing basic proficiencies required in all community research cutting across the three remaining areas. For both research and practice competencies, respondents were asked to identify the extent to which most students in their respective programs were trained in each area, including whether no training or "exposure" (becoming acquainted) "experience" (basic levels of proficiency) or "expertise" (advanced levels) were attained. Based on list of programs used for the 2012 survey as well as additional programs identified by COE members and the initial set of 2016 Survey respondents, a total of 56 universities with community psychology graduate programs were identified, of which 48 (85.7%) responded to the survey.

Problems of Graduate Community Psychology Training Programs and Potential Solutions Zachary Neal, Michigan State University; Mason Haber, University of Masssachusetts Medical School; Brian Christens, University of Wisconsin-Madison; Christian Connell, Yale University; Laura Kohn-wood, University of Miami; Taylor Scott

From time to time, any graduate program is likely to encounter some challenges. One key mission of the SCRA Council of Education Programs is to provide assistance when community psychology (and related) programs encounter challenges. The council's most recent survey of graduate programs revealed that 32% of responding programs did not experience any major challenges in the past three years. Of the remaining 68%, there was substantial variation in the number and type of challenges experienced. Among the most commonly experienced challenges was problems related to hiring new faculty, while programs also noted challenges with student recruitment, program size, and program status. This presentation will summarize some of the challenges that community psychology (and related) programs indicated they have faced in the past three years, and begin a discussion of solutions and strategies for the council to provide assistance.

Mo' Competencies, Mo' Problems?: Breadth of Graduate Training in Community Psychology, its Travails, and Implications Mason Haber, University of Masssachusetts Medical School; Zachary Neal, Michigan State University; Brian Christens, University of Wisconsin-Madison; Christian Connell, Yale University; Laura Kohn-wood, University of Miami; Taylor Scott, University of North Carolina at Charlotte

The 2016 survey of Graduate Programs is the first to assess both practice and research competencies, providing the best opportunity to date to assess the breadth and depth of programs to prepare future community psychologists. Practice competencies, previously developed by the Practice Council (Dalton & Wolfe, 2012), included activities related to individual programs or interventions ("Program Development") as well as those focused at higher levels of organizational and community change ("Community and Organizational Capacity Building" and "Community and Social Change"). Research competencies included the four categories discussed in Paper #1 of the symposium (i.e., "Design", "Data Collection and Analytic Methods", and "Perspectives and Theoretical Approaches"). Collectively, these competency areas represent a broader array than any individual program could be expected to cover. Their breadth also raises the question of whether programs might suffer from attempting to train students in too many areas, placing inordinate demands on faculty and students. Thus, in addition to examining the degree to which programs provided training in the various areas to "exposure", "experience", or "expertise" levels (see Paper #1), our analyses focused on whether: 1) emphases of the various categories of practice and research competencies varied by program type (i.e., master's versus doctoral level programs, and single emphasis or "standalone" community programs versus hybrid programs); 2) providing training in a larger number of competency categories increased the likelihood of problems related to faculty and student recruitment. Findings indicated that all programs were more likely to provide training in program than organizational or community-level practice competencies (p < .01), and that those providing training in a greater number of practice competencies, or, in the domain of research, theoretical competencies, were more likely to report problems with student quality (p < .01). Ph.D. programs more consistently provided "experience" in research design and methods than master's programs (299 words).

Session Organizer:
Mason Haber, University of Masssachusetts Medical School
Moderator:
Mason Haber, University of Masssachusetts Medical School
Discussant:
Raymond Legler, National-Louis University

125. Building Trauma-Informed Communities to Promote Well-Being: A Community Response to Adverse Childhood Experiences (ACEs)
SCRA
Symposium
4:15 to 5:30 pm
Vanier Hall: VNR 2075

Adverse childhood experiences, or ACEs, increase individual risk for lifelong health, mental health, and substance abuse problems as well as mortality (Felitti, et al., 1998; Gilbert et al., 2015). Recent research has shown that supportive social contexts, such as supportive family environments (Brody et al., 2016), trauma-informed schools (Overstreet & Chafouleas, 2016), and trauma-informed communities (MARC, 2016), may mitigate risk and promote well-being following ACEs exposure. However, data is currently limited on how to create these environments and whether they have their intended impacts. This symposium describes two multi-level regional efforts currently underway to build trauma-informed communities. One of these efforts, implemented over the past two years, will be the primary focus of the symposium because it is a multi-level approach to addressing ACEs exposure in a given community, and has data on implementation and impacts already available. The three presentations will be made by community psychologists who are conducting this work following community psychology principles and practices (Tebes et al. 2014), and who will make extensive use of video and multi-media. The symposium addresses five conference themes: 1) social change and social innovation; 2) social determinants of health; 3) community organizing, coalition-building, and civic engagement; 4) community-campus partnerships, collaborations, and networks; and 5) advancing wellbeing for vulnerable communities. After introductory remarks from the symposium chair, the first presentation will describe the process of coalition building in two regional initiatives to build trauma-informed communities. Next will be a presentation on the implementation and evaluation of a social and emotional learning (SEL) curriculum in the schools aligned with these trauma-informed objectives. A final presentation will summarize early results on implementation and

longitudinal impacts of the initiative at multiple levels (individual, family, organizational, system). There will be no Discussant so as to allow for the use of videos and multi-media to stimulate audience questions, comments, and participation.

Participants:

Coalition-Building for Trauma-Informed Communities Samantha Matlin, Yale University; Caitlin O'Brien, Scattergood Foundation; Jacob K Tebes, Yale University

This presentation, made by a community psychologist working at the intersection of research, practice, and policy, will describe a multi-year effort with two coalitions to build trauma-informed communities. Focusing on one coalition further along in their development, the presentation will describe how a consultant team navigated multiple roles in supporting a sustainable community coalition to build a trauma-informed community. In addition, the presentation will describe how coalition members engaged in community-based participatory research to evaluate the coalition's implementation and impact. The presentation will also describe the development and use of a comprehensive logic model to guide the overall initiative, and the establishment of four work groups to carry out specific coalition activities: Training and Education; Networking; Communications; and School-based SEL. Also described will be how the coalition expanded its membership beyond the local community to focus on a surrounding region and how networks of stakeholders from various community sectors -- including schools and education, law enforcement, government, civic and philanthropic organizations, the faith community, social and health services, and business – provided the basis for a comprehensive evaluation design that tracks implementation and impact within and across sectors. A related regional initiative just underway will also be described to illustrate how a similar consultation and action research framework can guide work in two different community contexts to build trauma-information communities. Finally, the presentation will use of a variety of multi-media that have been developed to ensure that coalition members across sectors develop a shared vision for the initiative and stay focused on the overall objectives of the coalition.

Building Trauma-Informed Schools using Social and Emotional Learning Michael Strambler, Yale University; Samantha Matlin, Yale University; Amy Heberle, Yale University; Jacob K Tebes, Yale University

This presentation, made by a community psychologist with a primary focus on health and educational outcomes of children in schools, will describe the initial implementation and evaluation of a SEL curriculum in elementary and middle schools of the Pottstown School district. The curriculum selected, Second Step, has a strong evidence base for helping children identify and express feelings, problem-solve interpersonal conflicts, and manage emotions. These skills, applied in classroom settings, are closely aligned with the overall coalition objectives to create a culture of safety, understanding, and care in the community that addresses the short and long-term impact of ACEs. The integration of SEL with trauma-informed schools is a novel development for the broader SEL movement that has demonstrated many positive impacts of SEL for children and families over the past several decades (CASEL, 2012). Also, research has begun to demonstrate the value of social and emotional skills for children with ACEs exposure (Overstreet & Chafouleas, 2016), indicating that these two substantive approaches to intervention with children may be readily aligned. This presentation will summarize the rationale for integration of SEL into the schools as part of an overall trauma-informed community initiative, and

describe the specific ways in which teacher training in SEL and trauma-informed practices have been blended to implement a particular curriculum district-wide. Also described will be early data on the implementation of SEL in pilot classrooms, teacher capacity to implement the curriculum with fidelity, how a trauma-informed approach has fostered or impeded SEL implementation, and early data on outcomes of SEL implementation from the perspective of teachers.

Multi-Level Processes and Impacts of Two Trauma-Informed Community Initiatives Jacob K Tebes, Yale University; Robey Champine, Yale University; Samantha Matlin, Yale University; Michael Strambler, Yale University; Erin Hoffman, Yale University; Amy Heberle, Yale University; Caitlin O'Brien, Scattergood Foundation

This presentation will be made by a senior community psychologist with extensive experience carrying out multi-level community research and practice to address the needs of vulnerable populations. The presentation will describe the comprehensive, longitudinal, mixed methods evaluation design for both regional initiatives to build a trauma-informed community. A unique feature of the design for the primary initiative being described is that all individuals participating in the coalition have enrolled in introductory trauma training that is tailored to their individual circumstance as parents, teachers, law enforcement officers, and so on. That training is also evaluated for its impact on trauma-informed knowledge and skills to ensure that coalition members have a baseline understanding of ACEs. Next, this presentation will summarize evaluation findings to date from this initiative. This will include a description of differences in participating community sectors -- schools and education, law enforcement, government, civic and philanthropic organizations, the faith community, social and health services, and business -- in trauma-informed knowledge, attitudes, and skills, as well as changings in service system networks that resulted after coalition involvement. This evaluation will be the first such longitudinal evaluation to describe implementation and impacts at multiple levels in the development of a trauma-informed community. At the conclusion of this presentation, audience members will be encouraged to share their comments and questions to the integrated presentations, videos, and multi-media materials shown, with sufficient time available for discussion and interaction.

Session Organizer:
Jacob K Tebes, Yale University
Moderator:
Jacob K Tebes, Yale University

126. Dialogue: Undergraduate Community Psychology Teacher and Student Perspectives on Community Engagement
SCRA
«The Innovative Other»
4:15 to 5:30 pm
Vanier Hall: VNR 2095

Psychology teaching at the undergraduate level provides an opportunity to inform and to persuade large numbers of students who are destined to be the citizen leaders within the larger society.   Such an opportunity provides a vehicle to impart the relevance and meaning of psychology as a science, as an application and as a basis for policy. This teacher-student panel focuses on a dialogue regarding undergraduate courses in Community Psychology as a vehicle to engage students. Teachers describe their efforts at student involvement.   They provide class based structures and activities. Students in the teacher-student pairings reflect on teacher/class

activities. They explore how they experienced the class. The structure of the dialogue provides the opportunity for the panel of three undergraduate teachers and three of their students to reflect on the teaching of community psychology. The dialogue continues in the second half among the panelists and the larger audience, that is, half of the time will be dedicated to the teacher-student panel and half of the time to the teacher-student to audience interaction. In this manner, the three teacher-student dyads will provide particulars and then the audience may engage in questions and a wider discussion. The goal is to provide both a description of what these teachers do, to hear of its impact on their students and then allow for elaboration and elucidation of the undergraduate contexts with the wider audience as participants. Community engagement from two perspectives Elizabeth Thomas and Adele Malpert In this presentation, we will draw on our overlapping, yet distinct, experiences as professor and former undergraduate student at Rhodes College, a small, urban liberal arts college in Memphis, Tennessee. We will share how community engagement is integrated into our curriculum, with courses that contribute to the psychology major and an interdisciplinary urban studies program at Rhodes, including an introduction to the field, action research methods, and senior capstone and honors research projects. We will discuss the Community Narrative Research Project (CNRP), an undergraduate research project grounded in community psychology that examines student's changing understanding of community-based service in the context of a four-year scholarship program and a liberal arts education. In the CNRP, we are collecting narratives over a four-year period using participatory strategies, and looking across levels of analysis, from individual student development to program and institutional learning and change. Across these experiences, we are finding that we do our best work when we integrate teaching, learning, and research in a process of shared inquiry that unfolds over multiple semesters and that cuts across academic and community contexts. We look forward to dialogue about best practices in sustaining community-based participatory research and community partnerships with undergraduate students in meaningful roles. Empowering and Engaging Undergraduate Latinas through Service Learning and PAR Maria Felix-Ortiz and Sarah Guerra Latina college students, especially first-generation college educated students, often attribute their success to a protective family that both joyously and fearfully allows them to pursue an undergraduate degree. While providing important support, family connection can also present obstacles to a Latina's engagement with research. The community psychology research team and the community it serves can provide an additional support to the Latina undergrad as she finds an identity that is both allocentric and idiocentric. In this brief presentation, a community psychology research team consultant and undergrad Latina team member discuss strategies to empower Latina undergrads to become more independent and empowered in conducting community research and training peers. Strategies include scheduling students to work in pairs, gradually increasing responsibilities, training peer leaders, providing manualized guidance and weekly supervision. Ironically, leveraging an allocentric individual's sense of responsibility to "their team" can be an effective strategy for gradually empowering and more fully engaging them in community research. Utilizing a Community-Based Participatory Research Approach to Teach Community Psychology David Chavez and Kourtney Jones This presentation focuses on teaching community psychology at California State University San Bernardino (CSUSB) and using community-based participatory research (CBPR) to increase students' recognition of its relevance to their lives and a field worthy of their focus. It incorporates both a faculty member and student's

unique perspectives. Despite teaching an undergraduate course in community psychology at CSUSB for almost thirty years, the first author found the teaching of community psychology a struggle. It was difficult to teach students to envision the community rather than the individual typically emphasized as the unit of analysis in psychology. A recent opportunity to retrain in CBPR reenergized the faculty member's interest and commitment to community psychology. A CBPR research group emphasizing CBPR's specific values including: equitable collaboration with the community, recognizing the unique community strengths, focusing on research topics of importance to the community and seeking to combine knowledge with action to achieve social change emerged from this retraining. Quickly it was discovered that students at CSUSB were naturally drawn to CBPR. We developed partnerships with local community-based organizations providing services to youth in historically marginalized communities. The students being an integral part of the team has facilitated our building bridges between the academy and the community. We have often used Photovoice, a participatory research approach that incorporates documentary photography with participatory action, to empower and engage community members as research partners making significant contributions to the work. Interestingly, Photovoice was the missing piece in making the teaching of community psychology meaningful to the students taking undergraduate Community Psychology. Following this experience, students often seek to become new members of our team. This presentation will end with a student providing her perspective about engaging in CBPR as a way of deepening their intellectual understanding and working to create community change within the CBPR paradigm.

Presenters:
    Elizabeth Thomas, Rhodes College
    Maria Felix-Ortiz, University of the Incarnate Word
    David Chavez, California State University San Bernardino
    Sarah Guerra, university of the incarnate word
    Adele Malpert, Vanderbilt University
    Kourtney Jones, California State University, San Bernadino
Session Organizers:
    john Moritsugu, Pacific Lutheran University
    Sarah Guerra, university of the incarnate word
    Kourtney Jones, California State University, San Bernadino
Moderator:
    john Moritsugu, Pacific Lutheran University

127. APA Handbook Celebration
    SCRA
    Other
5:30 to 7:30 pm
Social Sciences Building: FSS 4007

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128. Social Events
    SCRA
    Other
5:30 to 7:30 pm
Location TBD: Location TBD

129. Women's Night Out
    SCRA
    Special Event
7:00 to 9:00 pm
Café Nostalgica (GSD): Café Nostalgica (GSD)

Women's Committee social event

FRIDAY, JUNE, 23

130. Community Psychology Practice Council Meeting
    SCRA
    Other
8:00 to 8:50 am
Social Sciences Building: FSS 1005
Contact: Kyrah Brown and Oyla Glantsman

131. Prevention and Promotion Interest Group Meeting
    SCRA
    Other
8:00 to 8:50 am
Social Sciences Building: FSS 4004
Contact: Toshi Sasao

132. Transformative Change in Community Mental Health Interest Group
    Meeting
    SCRA
    Other
8:00 to 8:50 am
Social Sciences Building: FSS 4006
Contact: José Ornelas

133. Committee on Cultural, Ethnic and Racial Affairs Meeting
    SCRA
    Other
8:00 to 8:50 am
Social Sciences Building: FSS 5028
Contact: Chiara Sabina

134. Breakfast & Mentoring
    SCRA
    Other
8:00 to 8:50 am
Social Sciences Building: First Floor Main Lobby (FSS 1000)

135. Embodying the Principles of Community Psychology in our Research
    and Teaching: A time to Decolonise
    SCRA
    Roundtable Discussion
9:00 to 10:15 am
Social Sciences Building: FSS 1005
As academics in community psychology (CP) we occupy a privileged position; often working with highly vulnerable communities, in partnership, collaboration, or as advocates in our research, and challenging dominant worldviews and practices in our teaching. Despite the values and principles of our discipline, we are not immune from acting in ways that are colonising. By colonising practice, we refer to processes of engagement (with people or the concepts we teach) that impose, reproduce, and reinforce assumptions and worldviews of dominant western culture. Doing so reinforces western privilege while simultaneously silencing and disempowering the communities we engage. Our privilege, as academics is historical, embedded within dominant cultural constructions of 'the academic'; an elitist position which is intrinsically powerful. This privilege plays out in myriad of ways, for example it is us who often ask the research question, and have devised the methods

and methodologies to explore this question, with the ultimate goal of acquiring others knowledge and using this knowledge to our benefit. These processes are effectively an act of coloniality, whereby our research and teaching endeavours often replicate the problematic systems or processes we are exploring or attempting to challenge. For example, approaching communities with the intention of 'giving voice', but it is the researcher who grants the community this opportunity. Given such paradoxes, we call on the necessity to appraise our approaches to teaching, research methods and methodologies, and our privileged and powerful role as academics. In this roundtable, we open with a parable shared by a past participant about the often-imbalanced power-relationship between participant and researcher. This sets the critical tone for our roundtable discussion where speakers give exemplars in their own research and teaching practices of colonising and endeavouring to decolonise CP.

    Session Organizer:
        Peta Dzidic, Curtin University
    Moderator:
        Peta Dzidic, Curtin University
    Discussants:
        Emily Castell, Curtin University
        Kate Dorozenko, Curtin University
        Kelly Johanna Prandl, Curtin University, Western Australia
        Darren Garvey, Curtin University
        Brian Bishop, Curtin University
        Amy Quayle, Victoria University

136. Building Age-Inclusive Communities and Social Movements
    SCRA
    Roundtable Discussion
9:00 to 10:15 am
Social Sciences Building: FSS 1006
Contemporary research and theory on aging has too often reflected neoliberal ideologies, which emphasize individual responsibility for planning, preparation, and care arrangements and market solutions to aging-related challenges, while downplaying the role of communities and governments in promoting happy, healthy aging. Additionally, "third age" and "successful aging" approaches highlight the importance of staying active, but have been criticized for promoting self-involvement and "busyness" for its own sake, as well as for creating a new ideal that only the most advantaged seniors can aspire to. Even within SCRA, aging issues have received relatively little attention. Fortunately, there have been important countervailing developments, including the growth of activist movements like the Gray Panthers and the emergence of new global efforts to create "age-friendly" communities. In the proposed roundtable discussion, participants will draw from research and applied experiences to articulate a vision for a "new old age" that is inclusive, progressive, and meaning-focused. Among the questions we will address are the following: How can SCRA members work to build intergenerational coalitions to promote programs and policies that help diverse groups of older adults develop a sense of well-being, purpose, and meaning, while also enriching the larger communities and social movements of which they are a part. The roundtable will discuss work that has already been done internationally, as well as in the U.S., along these lines. Efforts to engage in both social action and research will be discussed.
    Session Organizer:
        Andrew Hostetler, University of Massachusetts-Lowell
    Moderator:

Andrew Hostetler, University of Massachusetts-Lowell

Discussants:

Louis Medvene, Wichita State University

Sharon Bowland

Kari M Nilsen, University of Kansas School of Medicine- Wichita

John Moritsugu, Pacific Lutheran University

137. Developing Classrooms of Consciousness: Strategies to Promote Social Justice in Undergraduate Psychology Courses
SCRA
Workshop
9:00 to 10:15 am
Social Sciences Building: FSS 1007

Adopting a co-learning model, the aim of this session is to describe pedagogical tools we use to promote a social justice consciousness among our undergraduate psychology students and gather additional tools and resources from session participants to be compiled and shared with the emerging Undergraduate CP Teaching Network (see Undergraduate CP Teaching Townhall session for more). Undergraduate students enrolling in psychology courses do not always imagine they are entering a site of social justice practice. Given the historical and current individual-level focus of the larger field, this is not altogether surprising. As such, our commitment to CP values in undergraduate psychology teaching can produce interesting challenges when confronted with a student body with varying degrees of readiness to engage in social justice and diversity conversations. In the same classroom, we face students who are active resistors to social change, those with limited awareness of social justice, and others who have served as community organizers/activists for liberation. As CP practitioners, we seek to transform how students conceptualize individuals and their contexts by teaching within a diversity and social justice pedagogical framework in all psychology courses. Without intentional design, these spaces can produce silence, invoke microaggressions, and promote other forms of hostile behaviors that counteract our goals of teaching through these frameworks. In this session we will share some of our specific strategies for bridging students from these many places of readiness into a shared space of intentional critical dialogue and co-learning. Session facilitators represent diverse undergraduate teaching contexts (e.g., large/small campuses, public/private institutions, doctoral-granting/undergraduate-only, with CP programs and not). We will share strategies for constructing safe and brave spaces, developing empathy and perspective-taking to promote communication, challenging individualistic and pathology-based frameworks in "abnormal" psychology, and fostering a sense of empowerment and actualization related to students' own abilities to bring about positive social change.

Presenters:

Lauren Lichty, University of Washington Bothell

Nkiru A Nnawulezi, University of Maryland, Baltimore County

Olya Glantsman, DePaul University

Benjamin Graham, Humboldt State University

Session Organizer:

Lauren Lichty, University of Washington Bothell

138. Community Research and Action in Action: How One Place-based Initiative is Implementing Community Psychology Principles
Global Alliance for Behavioral Health and Social Justice
Symposium
9:00 to 10:15 am

Social Sciences Building: FSS 1030

In 2013, Renaissance West Community Initiative (RWCI) began leading the holistic revitalization of Boulevard Homes, a failed Charlotte, NC public housing site with a mission to improve economic mobility through a holistic approach that includes mixed-income housing, cradle-to-career educational opportunities, and supportive services. Prior to the revitalization, community members struggled with poor educational attainment, poverty, and violent crime, which at one time was five times the city's average. The community now consists of 224 units of mixed-income family housing and 110 independent living senior units. RWCI is building a high quality childhood development center, a Pre-K through eighth grade school set to open in August 2017 within the neighborhood. RWCI also coordinates youth and adult development programs through a variety of community partners. Presenters will provide an in-depth overview of the development of RWCI as a backbone organization leading the holistic revitalization efforts within a mixed-income community. RWCI staff work to engage residents and identify strengths and needs in order to provide appropriate information, services, and opportunities to residents. This symposium will highlight the work that has been done, is currently being done, and is planned to take place within the community. Presenters will share their experiences with community research and action via findings from a focus group with residents as part of a needs and strengths assessment and what has been done based on those findings. Finally presenters will highlight key community partners that have helped RWCI in the revitalization, with an emphasis on the community-university partnerships that have developed.

Participants:

The Rebirth of a Community: Leading a Holistic Revitalization in Charlotte, NC Jacqueline M Tynan, Renaissance West Community Initiative; Laura Clark, Renaissance West Community Initiative

In 1995, citizens of Atlanta, GA worked together to revitalize a neighborhood that had a high concentration of poverty, crime, poor academic achievement, and low educational attainment. The neighborhood in Atlanta – East Lake – was redeveloped into a mixed-income community and is now home to one of the most successful schools in GA. In 2009, Purpose Built Communities was created to help replicate this model in other communities. Around the same time Purpose Built Communities was created, a North Carolina native, community activist, and nonprofit board chair in Charlotte visited East Lake and Harlem Children's Zone in hopes of replicating those place-based models in Charlotte, NC. After two years of rallying key stakeholders in Charlotte, the Charlotte Housing Authority was awarded a $20.9 million Hope VI grant to revitalize one of its most vulnerable communities. Presenters will discuss the path taken to develop the backbone organization, Renaissance West Community Initiative (RWCI), to lead the holistic revitalization efforts in the community and the work RWCI has since accomplished. RWCI is now a network member of Purpose Built Communities and works closely with staff in Atlanta to replicate the success of East Lake. Presenters will provide an overview of the Purpose Built Communities model and describe the cradle-to-career education continuum, supportive services, and ongoing programs now available in the community RWCI serves. Presenters will facilitate discussion about the key community psychology components involved in such an initiative and will further describe successes and setbacks in implementation.

Bringing it to the People: Findings from a Focus Group with Public Housing Residents Khalil Salim, University of North Carolina at Charlotte; Caroline P Griswold, University of North Carolina at Charlotte; Jacqueline M Tynan, Renaissance West Community

Initiative; Levon Edwards, Renaissance West Community Initiative; James Cook, University of North Carolina at Charlotte

In 2009, the Charlotte Housing Authority (CHA) received a Hope VI grant to revitalize a failed housing project called Boulevard Homes into a mixed-income neighborhood, now known as The Renaissance. A public housing complex adjacent to Boulevard Homes, Little Rock Apartments, was not owned by CHA and was, therefore, not revitalized. The Renaissance and Little Rock Apartments are situated on the same land with no physical barriers. Renaissance West Community Initiative (RWCI) is a nonprofit organization founded by CHA to lead the holistic revitalization to break the cycle of inter-generational poverty by coordinating wraparound services such as job training, parent support, and a cradle-to-career education continuum for residents of The Renaissance. Recognizing that The Renaissance could not be successful without engaging residents of Little Rock, RWCI aims to provide services to both housing communities and build relationships between residents of the two communities. As part of initial outreach efforts with Little Rock residents, RWCI partnered with the local university to conduct a focus group. This presentation will review the findings from that focus group. The goal of the focus group was to learn more about the strengths, capacities, and needs of residents, so that RWCI can develop programming that complements residents' strengths and supplements their abilities to meet their needs. The focus group addressed topics such as employment, finances, transportation, childcare, education and interests, health, and perceptions towards RWCI and the neighborhood. Key findings from the focus group were that residents faced significant barriers with public transportation and strongly valued programming specific to their children. The presentation will include a discussion facilitated by presenters on translating needs assessments into action, analysis of factors contributing to responses obtained in the focus group, strategies for engaging community members in change efforts, and developing programming through participatory approaches with local residents.

Coordinating Partnerships: Building a Continuum of Resources and Services for Residents of a Mixed-Income Community Jacqueline M Tynan, Renaissance West Community Initiative; Levon Edwards, Renaissance West Community Initiative; Laura Clark, Renaissance West Community Initiative

This final presentation of the symposium will highlight the program and engagement activities of Renaissance West Community Initiative (RWCI), highlighting the community-university partnerships that have developed and the plans for community research and action within the community served by RWCI. RWCI is leading the holistic revitalization in a community with over 400 low-income families and seniors by coordinating a quality cradle-to-career education continuum, health and wellness programs, family support services, and opportunities to break the cycle of inter-generational poverty. As a backbone organization, RWCI does not provide direct services, rather coordinates with local experts and service providers to bring the best services and opportunities to the community based on residents' needs and requests. Presenters will provide an overview of past and current partners supporting the revitalization efforts within the community RWCI serves. Key partners include the local school district Charlotte Mecklenburg Schools, YMCA of Greater Charlotte, Purpose Built Communities, and Charlotte Housing Authority. Each of these partners has played and continues to play a pivotal role in the development and functioning of The Renaissance community. As needs and desires have arisen, RWCI has collaborated with many other local organizations including North Carolina universities, namely the University of North Carolina at Charlotte (UNCC). Presenters will

discuss the numerous roles UNCC staff, faculty, students, and departments play in The Renaissance community. Presenters will also discuss the nature of the bi-directional relationships that have shaped effective partnerships, specifically the community-university partnerships.

Session Organizer:
Jacqueline M Tynan, Renaissance West Community Initiative

139. Ignite Session 6
SCRA
Ignite Session
9:00 to 10:15 am
Social Sciences Building: FSS 2005
Participants:

Developing and Redeveloping the Win-Win: A Tool for Community-Academic Partnership Development Amy Hilgendorf, University of Wisconsin-Madison; Hugh Roland, University of Wisconsin-Madison; Brian Christens, University of Wisconsin-Madison

While community-academic partnership is now a longstanding practice of community psychologists and other community-minded scholars, it is not an easy endeavor. Community-academic partnership presents challenges practical, philosophical, and often ethical, and many models have been proposed to address such challenges. Some of these models, like that of the "science shop" (Leydesdorff & Ward, 2005), common in European institutions, prioritize the needs of the community partner to then match these needs with an academic partner to carry them out. Other models seem to position community partners like that of a "laboratory" or a site of "natural experiment" and prioritize the academic partners' research interests (see Stoecker, 1999, for a criticism). Still other models try to sort out and capitalize on only the most strategic opportunities for community-academic partnership (Speer & Christens, 2013) and others try to leverage a multi-site design to balance the community-specific and more theoretically-generalizable potentials of action research (Fuller-Rowell, 2009). What has been less discussed, however, is how different models may be preferable under different circumstances and with different partners even within the same project, and how partners may discuss and navigate these different models in response. In this presentation, we present a tool for discussing and developing mutually beneficial community-academic partnerships that we have used to navigate multiple partnerships with community organizing and coalition partners in one multi-site public health initiative. The tool weighs the priorities of community partners' local change agendas with academics' research agendas, while also considering each partners' practical constraints of time, staffing, and funding, as well as other interests, such as desires for organizational capacity-building and resident empowerment, culturally-informed design and adaptation of protocols, and community control of data and research findings. We will present the development of this tool and describe our experiences applying it in this initiative.

Applied Research Mentorship ideas for Universities and Healthcare Sites Angela Mooss, BSRI; Megan Hartman; Alexandra Rivas, Behavioral Science Research Institute

Behavioral Science Research Institute (BSRI), a non-profit organization located in Miami-Dade County, has partnered with a Federal Qualified Health Center (FQHC) to provide Post-Doctoral Psychology interns (PsyD) research mentorship and guidance. BSRI has provided research and evaluation consulting for the FQHC for the past five years, with a focus on evaluating grant projects. PsyD post-doctoral interns have minimal research

guidance and APA accredited sites have few requirements other than to provide a scholarly learning environment that promotes research and engagement in research. Through this unique partnership, a local University will provide research seminars bi-monthly, and students will collaborate with Psychiatric Residents to engage in a retrospective research study. Rather than working primarily on University-focused data sets and national archival data (e.g. Centers for Disease Control data), PsyD interns will have an opportunity to work with BSRI as a process mentor to engage in a research project using the FQHCs datasets designed for Quality Improvement, and for reporting on National Accreditation Measures for FQHCs and Community Mental Health Centers. Much of these datasets focus on healthcare integration and population health management, providing students with applied research experience. BSRI oversees student projects from proposal generation, to Internal Review Board submission, to data analysis, and finally, students present all research at an annual research conference. PsyD tenure as an intern is 12 months. The resulting research proposals give the FQHC new insight on the community they serve and allow for identification of opportunities for improvement. The present proposal demonstrates an innovative approach toward fostering community-campus partnerships, collaborations and networks.

Learning and working together: Invoking systems' change through inter-organizational collaborative principles and a Learning Community framework Brandon Charles Hey, Wilfrid Laurier University; Manuel Riemer, Wilfrid Laurier University

Local municipalities face significant social challenges such as increased inequality, immigration, and global climate change. In order to address these challenges whole cities have to innovate and learn together. In this presentation we introduce the Learning Community (LC) model, a new way of collaborating and creating collective impact that emphasizes learning, alongside collective impact, as a central strategy to addressing complex social challenges. In a LC, members value the continuous pursuit of knowledge, feedback, and experimentation as well as the flow of information and resources between academic institutions and practice groups. The value of learning is built into key structures and common processes. In a current case study, we are investigating the implementation and development of a LC in Waterloo Region focused on immigration and social inclusion. Documentation review, participant observation, pre- and post-interviews are being used to track changes in the implementation and operationalization of key LC principles. Specific activities being studied include a creative problem solving "design lab," and quarterly learning team meetings, which are comprised of key agencies and individuals from the community and the university. Implementation challenges and barriers are discussed, as well as implications for practice.

The challenges of collaborative work when designing a research project in community psychology : a case study Coralie Mercerat, Université du Québec à Montréal; Thomas Saias, Université du Québec à Montréal

As community psychologists, we share a common set of values including social justice, empowerment, collaboration and solidarity (Saïas, 2011). Our studies seek to be useful and to have practical applications. Furthermore, our research questions and designs have to emerge from the communities we are working with. To this end, researchers can work in collaboration with practitioners dealing with these issues on a daily basis. That way, it is possible to develop questions that will have practical and usable answers for their work. Although useful, this approach in research comes with several methodological and ethical issues. The purpose of

this presentation is to elaborate further on all the methodological and ethical concerns that emerge when community psychologists work in a collaborative way. This presentation will contain a case study, inspired by an ongoing doctoral research project about the accessibility of healthcare services (related to parental support) for physically disabled parents The following topics questions are raised : 1. How does the researcher position him/herself, in the midst of all the academic, scientific and field-oriented requirements? 2. How can we acknowledge and respect the interests of every stakeholders ⬚ collaborators, research team, knowledge users and research participants ⬚ involved in the research process ? 3. How can we combine potentially conflicting roles, when collaborators could also become research participants? The purpose of this presentation is to outline new avenues of thinking in community psychology to build strong research methods preventing power imbalance within workgroups including different stakeholders having diverse interests. The expertise and tools of community psychologists will be underlined and used as the foundation for discussion.

Why and how community psychologists may use policy briefs as tools to enhance social changes? Émilie Pigeon-Gagné, Université du Québec à Montréal; Thomas Saïas, Université du Québec à Montréal

As community psychologists, how can we promote social changes beyond the elaboration of community-based interventions? How can we take our research results that highlight injustices and inequalities outside of the academic arena? We argue that one part of our role, as community psychologists, is to bring the attention of policymakers so they have to acknowledge the existence and the magnitude of some social problems and the reality of some vulnerable groups. The aim of this short presentation is to share lessons learned from research experiences in Burkina Faso where we are working with 1) people who are living in extreme poverty in rural settings and 2) individuals who are socially excluded in an urban setting. Based on our field experiences, as researchers, we stress that a policy brief might be a useful tool in order to open a dialogue with governmental structures. In this presentation we will briefly explain why policy briefs might be used by community psychologists to catch the attention of policymakers; we will be focusing on why other traditional formats of research dissemination may be un-appropriate to policymakers' reality. In order to discuss the creation of effective policy briefs in a context where government doesn't acknowledge the importance of a social problem or the struggle of a vulnerable group, we will also provide concrete strategies supported by our own experiences. We will conclude this presentation sharing with participants existing online resources specifically on when and how it is relevant to create a policy brief.

From Practice to Policy: psychologists' experiences of macro-level policy work Niina Browne, University College London

Authors: Nina Browne, UCL, Sally Zlotowitz, MAC-UK & UCL, Kat Alcock, UCL & Chris Barker, UCL. Objectives: Many professional psychologists are venturing beyond their traditional ameliorative therapeutic and assessment roles to undertake transformative macro-level policy and social action work. However, little research has systematically psychologists' roles in local and national policy work and the implications this has for professional psychology. This presentation will describe a qualitative study which examined the influences, processes, skills and knowledge that underpin macro-level policy work. Method: Participants were 37 eminent UK clinical psychologists from a broad spectrum of psychology who had engaged in national and international policy work and social action. They were selected by purposive sampling and snowballing to take part in a semi-structured interview about their experiences of policy work and social action. Results:

Thematic analysis yielded six themes, grouped into two domains: (1) 'Getting There', which described participants' professional journeys to macro-level work, including their early influences and career paths, and (2) 'Being There' which described their experiences of working in this way, the challenges and facilitators in the process and the skills and knowledge that they drew upon.   Conclusions: The depth and breadth of the experiences shared by these prominent psychologists allowed for striking insights into ameliorative and transformative policy work, with the potential to inspire and enable other psychologists to work in this way. Findings suggested that clinical psychologists possess research and clinical skills that can potential to be translated to work within broader political systems. Training, professional, and research implications and recommendations will be presented.

Program Design for Commercial Sexual Exploitation of Children Prevention Jacque-Corey Cormier, Georgia State University

The commercial sexual exploitation of children (CSEC) is a global issue that impacts children from cities in the United States and England to Botswana and Thailand. Exploiters recruit children under the guise of promising a "better life" or being a romantic partner that needs financial help. The issue of CSEC is important to address because it entails two destructive elements that degrade not only the girls, but the community; i.e. exposing minors to sexual activities with promiscuous men and exploiters using coercion to profit off of child labor. CSEC prevention is the reduction of new cases of young girls being lured and exploited into committing unlawful, sexually acts. The basic tenets of prevention are focused on empowering community members through "people-oriented projects" that promote collaborative and sustainable efforts. CSEC prevention could be geared towards delaying the onset of children entering into prostitution, reducing the time children spend in prostitution, reducing the severity of how children are exploited and lured, or strengthening existing assets for children at risk of CSEC. Criminal charges brought against girls are usually dropped from prostitution to disorderly conduct; nonetheless, many states would still charge girls with prostitution. It is salient to young people's development to be able to communicate feelings and be heard. A gender-responsive approach can foster communication, self-love, responsibility, accountability, and self-efficacy. Sexual victimization, techniques used by traffickers, and available community resources are addressed in the programming along with critical consciousness, self-worth, and identity development. A prevention CSEC program will be discussed in regards to program rationale, activities, and evaluation. Salient concepts to consider are social cognitive theory, ecological modeling, developmental models, and learning styles.

Social Justice Bloggers: Activists or Slacktivists? Jessica Hartl Majcher, Bowling Green State University; Maren Froemming, Bowling Green State University; Viridiana Jimenez, Bowling Green State University; Catherine Stein, Bowling Green State University

Social media has changed the nature of communication in the modern digital era, facilitating connections and information exchange among people around the globe. Community psychologists view raising consciousness about social injustice to be a key step in promoting change and social action. The internet has played an important role in raising awareness of injustices ranging from issues such as limited, stereotyped representation of minority groups in films to the disproportionate killing of racially diverse individuals by police officers. Critics of digital advocacy refer to these social justice bloggers as "slacktivists" or "armchair activists," with the implication being that digital efforts to raise consciousness do not lead to real world change. Since spreading information via social media requires little cost or effort, some question whether or not it should be considered a form of activism. The present qualitative study considers the perspective of social justice bloggers about their social media activities. Participants were identified on the website Tumblr, a microblog that has developed a reputation for its social justice-oriented community. Tumblr users were eligible to participate in the study if they created social justice-oriented posts more than once within a specified two week period using one of the following five hashtags: Feminism, Racism, Black Lives Matter, Social Justice, and Social Justice Warrior. Participants were invited to respond to open-ended questions about their experience and perceptions of blogging about social justice. In particular, participants were asked to consider whether or not they consider blogging to be a form of activism and to explain their reasoning. This presentation will explore both perspectives on social justice blogging, explain the common themes that emerged in participants' responses, and describe exemplar quotes.

140. Transforming Gender-Based Violence Prevention Through Setting-Focused Research and Action: What's Next?
SCRA
Symposium
9:00 to 10:15 am
Social Sciences Building: FSS 4004

Despite decades of effort to prevent gender-based violence, prevalence rates remain high. Both practitioners and researchers have attributed the endurance of gender-based violence as a global health epidemic to the lack of prevention initiatives pursuing change beyond an individual-level of analysis. However, development of strategies emphasizing setting-level prevention are hindered due to limited theoretical understanding and empirical examination of how gender-based violence correlates manifest in the outer layers of the social-ecological model. The current symposium grapples with this challenge by using an interactive format to identify new directions for gender-based violence prevention practice and research in community settings. Speakers will share their conceptual, programmatic, and/or evaluation experiences to pose a critical What's Next question: • Christopher Allen will provide historical context of gender-based violence prevention to highlight the question: Why is it important to support outer-layer prevention strategies to end gender-based violence? • Meg Bond will challenge us to think about how community psychologists can help identify: What are the ways in which gender — and other elements of diversity — get embedded in community settings? • Brandy Selover will describe how the Idaho Coalition Against Sexual and Domestic Violence has partnered with a community-based health clinic to center solutions around "the Last Girl" and highlight sticking points such as: What's the Elevator Speech that explains how promoting gender equity and inclusivity in a setting prevents gender-based violence? • Wendi Siebold will share how our case study evaluation of Idaho's work provides one answer to the question of: How can we measure gender equitable practices to transform health care settings? Following these talks, the moderator will take questions from the audience and the Discussant will elicit participants' responses to identify "Now What?" directions for future research and action.

Participants:

Power Unchecked: A history of gender-based violence prevention Christopher Allen, University of Massachusetts-Lowell

For decades, feminist scholars have argued that efforts to prevent gender-based violence must confront gender as a social structure that organizes power (Dobash, Dobash, Wilson, & Daly, 1992; Anderson, 2005; Hunnicutt,

2009). In this presentation, we will review the history and gender-based violence prevention with particular attention to the extent efforts have attended to power inequalities. Using social ecological principles, we posit that prevention strategies at the inner levels are ill-equipped to subvert mechanisms which perpetuate women's oppression through violence. Additionally, we suggest that community psychologists are uniquely positioned to conceptualize how power may manifest and perpetuate gender-based violence at ecological levels beyond the demo- and micro-system. Finally, we argue it is imperative for activists, practitioners, and researchers to support the development and implementation of strategies which address power inequalities to inhibit violence across levels of analysis. To move the field of gender-based violence prevention forward, we ask: What forms do power inequality and violence take at different levels of the social ecology? What outer level strategies are needed to complement the multitude of inner level initiatives?

> What are the ways in which gender — and other elements of diversity — get embedded in community settings? Meg Bond, University of Massachusetts-Lowell

In this presentation, we will share an emerging framework, grounded in community psychology and social ecological principles, for identifying the ways in which gender – and other elements of diversity – get embedded in settings. We expand the notion that people "do" gender (West & Zimmerman, 1987) to the proposition that settings also "do" gender (Bond & Wasco, 2017). Members of this session (Bond, Wasco, & Allen) have suggested that gender inequality is rooted in four qualities of social settings, i.e., the extent that 1) there is an emphasis on discrete gender categories, 2) system dynamics establish different universes of alternatives by gender, 3) one gender group is privileged over the others by considering it normative, and 4) inequity is legitimized and obscured by ignoring the ways that differential access to power and resources – historical and current – is affected by gender. Particularly important for efforts to address gender violence, we emphasize the ways in which specific setting practices that both result from and contribute to the four setting qualities further embed gendered meanings into the ongoing functioning of settings. These practices, i.e., setting approaches to "doing" gender, include the ways in which settings 1) are structured, 2) shape transactional patterns and 3) communicate values. After giving an overview of these ideas, we will ask and address: What new questions emerge if we approach our work with a framework like this in mind? How might this framework emphasize/legitimize new foci for violence prevention? Can this framework be useful for guiding action?

> Working with Community-Based Health Care Providers to Prevent Domestic Violence: Why Should They Care About Gender Equity in Their Clinic? Brandy Selover, Idaho Coalition Against Sexual & Domestic Violence; Wendi Siebold, Strategic Prevention Solutions

The Idaho Coalition Against Sexual and Domestic Violence ("Idaho") is one of ten state coalitions awarded funding from the Centers for Disease Control to prevent domestic violence. Program Coordinators and Empowerment Evaluators partner to implement and evaluate state and local prevention activities. The focus of the five-year initiative described here is on "outer layer" strategies that address risk or protective factors for gender-based violence at the community or societal levels. One of Idaho's project objectives is to transform the health care setting to be more gender equitable. Building from relationships with clinics involved in Project Connect — which trains health practitioners to screen for domestic violence — Idaho has partnered with a community-based health care setting to form a Health Equity Action Team aimed at promote healthy constructs of gender in their clinic. The work has started with workshops to raise awareness of oppression frameworks, social justice, organizational culture, and prevention strategies. In this session, we will share the notion of the Last Girl, which is a metaphor Idaho uses to center solutions in any given community around those individuals who are farthest from resources including money, privilege, and power. This clinic's Last Girl includes transgender and non-gender conforming individuals; and members of the HEAT are using self-assessment as a starting point for developing strategies to increase gender equitable practices and make the clinic more gender inclusive. One surprise in this work has been confusion about why gender inclusivity is a necessary part of setting-level domestic violence prevention. This session will be an opportunity for the audience to generate suggestions for connecting an explicit focus on gender (as is the case in this work) and the more familiar frames in sexual and domestic violence prevention, e.g., safety, respect, or healthy relationships.

> How do we measure gender equitable practices to transform health care settings? Using case study design, of course! Wendi Siebold, Strategic Prevention Solutions; Sharon Wasco

In Idaho, a state violence prevention team has partnered with local community health clinic to transform the health care setting to be more gender equitable. The Evaluation Team (Selover, Siebold, & Wasco) relied on the theoretical framework described earlier in this session by Meg Bond to design a case study evaluation. We learned quickly that terms like gender equitable practices and gendered qualities of settings were difficult for community practitioners to relate to their experiences in the clinic. Presenters will highlight key aspects of the process and results of working with community experts to measure gender in settings. Several tactics helped us fine-tune our approach to be more community friendly. First, we narrowed the scope to one component of the framework, resulting in a primary, but not exclusive, focus on communication norms (one of the transactional patterns). Second, upon learning that the community clinic's «Health Equity Action Team» did not have a clear lens or language for gender, the Evaluation Team shifted its approach. The initial data collection plan used inductive reasoning beginning with observations, followed by qualitative interviews, and concluding with quantitative staff surveys. HEAT members, however, were not "ready" to self-assess; they reported feeling unprepared to observe gender in their clinic. Instead, the Evaluation Team employed deductive reasoning — and online surveys — to test theory by "looking for" gender-inclusive communication norms. Surveys were followed by interviews with key informants; and, finally, after additional capacity-building with the HEAT, the completion of the observational self-assessment. Third, a "Crosswalk" tool was developed to match all intervention activities to measurement items; and vice versa. What has this project taught us about measuring gender equitable practices in health care settings? After sharing our tools, measures, and preliminary results, we offer this: Be grounded, be patient, be flexible, and be persistent.

Session Organizer:
    Wendi Siebold, Strategic Prevention Solutions
Moderator:
    Wendi Siebold, Strategic Prevention Solutions
Discussant:
    Christopher Allen, University of Massachusetts-Lowell

141. Shouting the «F» Word»: An Exploration of Failure in Community Psychology Practice

SCRA
«The Innovative Other»
9:00 to 10:15 am
Social Sciences Building: FSS 4006

Conferences are full of inspiring presentations about promising interventions, groundbreaking research findings and innovative advances for the field. Yet amidst the powerfully significant p values and life-altering interventions are dozens of failed attempts, bad ideas and poor execution. These valuable data, ranging from day-to-day missteps to large project implosion- are often sequestered to a paragraph on limitations, buried in a footnote or ignored altogether. Our stigma and lack of competence for dealing with the «f» word -- failure -- limits our desire to chase after the most challenging problems and dooms others to make avoidable errors, all to the detriment of the communities we serve. This innovative experiential session will tackle the subject of failure head on, embracing the reality of our shared experience and learning from one another. It will be part confession, part support group and part peer-learning exercise. Interaction discussion will illuminate shared "worst practices" and identify opportunities for change. Participants will leave with a renewed appreciation for the things that didn't go so well and a handful of co-created strategies for addressing the «f» word in our most important work.

   Presenters:
       Sharon Johnson-hakim, Atlantic Health System
       Ashley Elizabeth Anglin, Atlantic Health System
   Session Organizer:
       Chris Kirk, Atlantic Health System

142. Community Psychology and Social Work: Disciplines cut from the same cloth
      SCRA
      Roundtable Discussion
9:00 to 10:15 am
Social Sciences Building: FSS 4012

Community Psychologists are increasingly working within interdisciplinary settings across academic institutions as well as in the field. Within this trend, many Community Psychologists find themselves collaborating with Social Workers. For example, Community Psychologists often work within Social Work departments in institutions of higher education (and vice versa), and also collaborate with Social Workers when implementing interventions in community settings (e.g., school, health clinics). Indeed, Community Psychology and Social Work are disciplines "cut from the same cloth" that espouse many of the same values (e.g., social justice, diversity, empirical grounding). However, these disparate fields have unique histories, traditions, methodologies, and training. In accordance with the conference theme, this roundtable includes an interdisciplinary panel that will first discuss how these two fields seek to impact and transform communities. Second, this discussion will explore what these respective fields can offer one another, such as in the areas of student training, conceptualization, and methodology. Possible tensions will also be explored. Finally, this roundtable will end with a conversation concerning future directions as Community Psychologists continue to collaborate with other disciplines. Feedback from the audience will be elicited and we welcome individuals from all disciplines and experiences who can contribute to the topic of interdisciplinarity.

   Session Organizers:
       Andrew Martinez, Sacred Heart University
       Michelle Ronayne, Comprehensive Health Services

   Moderators:
       Andrew Martinez, Sacred Heart University
       Jessica Shaw, Boston College
   Discussants:
       Mary Watkins, Pacifica Graduate Institute
       Michael Kral, Wayne State University
       Michelle Ronayne, Comprehensive Health Services
       Lorraine Gutierrez, University of Michigan-Ann Arbor
       Patrizia Meringolo, Department of Education and Psychology, University of Florence ITALY

143. Publishing your work in the Global Journal of Community Psychology Practice: Meet the editors, discuss your opportunities
      SCRA
      Roundtable Discussion
9:00 to 10:15 am
Social Sciences Building: FSS 5028

This roundtable discussion will offer practitioners and scholars the opportunity to connect with editorial leadership working for the Global Journal of Community Psychology Practice, and find ways to publish their related work in the Journal. Participants should bring their ideas about what they would like to see the GJCPP publish, ideas for special issues, and ideas from their Ottawa presentations that might be applicable to the GJCPP. While discussants will share updates about the journal's current and planned issues, the focus will be on group and individual discussions around author submissions and how to publish their work. Peer reviewed articles are one avenue for submission, but the Journal also has the capacity and desire for unique or non-traditional content and formats such as videos, audio recordings, editorials, and tools. Discussants will also provide guidance regarding the peer/editorial review processes and instruction about how to become a reviewer for submissions. The editorial leadership will also help participants plan special issues of the Journal that include submissions with the same theme and opportunities for guest editing. All Biennial attendees are welcomed and encouraged to attend this session to get and provide feedback about publication of important practice work.

   Session Organizer:
       Nicole Freund, Community Engagement Institute
   Discussants:
       Nicole Freund, Community Engagement Institute
       Sarah Jolley, Wichita State University
       Thomas Wolff, Tom Wolff & Associates
       Greg Meissen, Wichita State University

144. Umbrella Movement: Understanding the Underlying Motives, Patterns, and Consequences of Political Movement Participation
      SCRA
      Symposium
9:00 to 10:15 am
Social Sciences Building: FSS 8003

Umbrella Movement (UM) is a pro-democracy political movement in Hong Kong from September to December 2014, with approximately 1.2 million people taken part in the movement in various time and form. The movement was triggered by the Chinese government's decision on ruling out the full universal suffrage in Hong Kong, and the movement demanded for a genuine universal suffrage for election of chief executive. Before the presentations, a video clips will be played to give a brief background introduction of Hong Kong and the movement. The three presentations

Conference Program

in this symposium will explore the psychosocial dynamics underpinning the participation in the UM among individuals in Hong Kong. In the first presentation, we will investigate the underlying motivation of the emerging adults for participating the movement using the Social Identity Model of Collective Action (SIMCA). In the second presentation, we will examine how different political socialization agents would influence the forms and frequency of participation in in the UM. We will also explore the effects of UM participation on individual's subsequent media consumption and political socialization behavior. In the last presentation, we will identify groups of individuals based on their patterns of participation in the UM using latent profile analysis, and investigated the psychosocial correlates among individuals of different forms of participation across one year after the UM. Following the paper presentations, discussion will be held to exchange ideas and previous experiences on mobilizing social and political movement.

> Participants:

> > Social Identity Model of Collective Action in the context of the Umbrella Movement Alan C. Y. Tong, The Chinese University of Hong Kong; Randolph C. H. Chan, Department of Psychology, The Chinese University of Hong Kong; Winnie W. S. Mak, The Chinese University of Hong Kong; Wing Chan, Georgia State University

The Social Identity Model of Collective Action (SIMCA) proposed that the intention to participate in collective action is motivated by identifying with the disadvantaged group. This identification reinforces group-based anger and enhances sense of efficacy. Recently, SIMCA has incorporated moral conviction as an additional antecedent that better accounts for the participation of an advantaged group, such that moral conviction motivates individuals to undertake collective action to correct societal wrongs that have violated moral standards shared by both the disadvantaged and advantaged groups in the society. The Umbrella Movement was a pro-democracy political outbreak in Hong Kong that started in September 2014. The movement's demand was genuine universal suffrage for the election of the Chief Executive in Hong Kong. The rising of a local identity and the concern for the territory's political prospects were considered as the driving forces of the movement. Drawing from the perspective of SIMCA, the present study attempted to theoretically conceptualize the motivation to participate in the Umbrella Movement. Specifically, we investigated the core (identity, efficacy, and anger) and integrated (moral responsibility and importance) components of the model and their relationship with actual participation behaviors. Participants were 497 emerging adults aged from 18 to 30 who participated in the movement in various forms. Results from structural equation modeling indicated that the original model was supported with excellent model fit (CFI= .99, TLI=.99, RMSEA=. 04, SRMR=.02). An integrated model was also supported with good model fit (CFI= .96, TLI=.96, RMSEA=.07, SRMR=.06) such that the relationship of moral responsibility, importance to participate and participation was mediated by identity and efficacy. The findings shed light on the participation in the Umbrella Movement using a theoretical model and added to potential theoretical building blocks of SIMCA for future studies.

> > Political Socialization, Media Consumption, and Participation in the Umbrella Movement Amanda C. M. Fu, The Chinese University of Hong Kong; Randolph C. H. Chan, Department of Psychology, The Chinese University of Hong Kong; Winnie W. S. Mak, The Chinese University of Hong Kong

With the proliferation of information technology, media has become an important agent of political socialization in the recent decade. It may directly influence young adults' intention in civic and political participation,

or indirectly through affecting whom they socialize with, including family members, friends and their teachers. In Hong Kong, the local mainstream media tends to be pro-establishment and often delegitimized democratic movement such as the Umbrella Movement (UM). To reach out for more neutral or pro-democracy information, people may turn to international media, which tends to present with a neutral stance, or local digital news platforms, which offers information to counter the ones from local mainstream media. The present study aimed to investigate the effect of ways to learn politics on UM participation, and the subsequent effects of participation on the consumption of media information and political socialization. 490 young adults were asked to report their forms and frequency of participation in the UM, attitude towards the UM, and their ways of learning politics four times across one year. Results of hierarchical regression analysis showed that participants who have learned politics from their teachers, friends, international news or newspapers were more involved in the UM participation. Participants who received information on politics and current affairs through local newspapers or the Internet news media had a higher level of onsite UM participation. Longitudinal analysis showed that participation in the UM influenced subsequent patterns of political socialization and media consumption. People who have actively participated in the UM were more likely to seek information about politics and current events through news media in the year following the UM. The results shed light on the relationship between political socialization, informational use of media, and social movement participation. It also highlights the prominent role of media in facilitating political mobilization and initiating social change.

> > Patterns of participation in the Umbrella Movement and its psychosocial consequences across the first year following the movement Randolph C. H. Chan, Department of Psychology, The Chinese University of Hong Kong; Winnie W. S. Mak, The Chinese University of Hong Kong

Umbrella Movement, as a pro-democracy political movement in Hong Kong, started with the occupation of several major intersections in the city. It was estimated that about 1.2 million people in Hong Kong have taken part in the movement at various times and in various forms ranging from rallying in the occupied areas to spreading movement information on social media. The present study investigated latent groups of individuals based on the patterns of participation in the Umbrella Movement, and examined psychosocial correlates of participation at baseline and across the first year following the Umbrella Movement. Four hundred and ninety individuals were recruited to participate in the study. They completed a self-reported questionnaire on the form of participation in the Umbrella Movement, well-being, outgroup attitudes (i.e., attitudes towards mainland Chinese), trust in the Hong Kong government, and trust in the Chinese government, at four time points with a 3-month interval between each data collection point. Latent profile analysis identified four types of participation, including minimal participation, onsite participation, online participation, and avid participation. Subgroup analysis showed that individuals with avid participation exhibited significantly higher level of psychological and social well-being, more negative attitudes towards mainland Chinese, and lower trust in the Hong Kong and Chinese governments during the period of occupation. In addition, linear mixed model with longitudinal data was conducted to understand the changes in psychosocial correlates between individuals of different forms of participation over the first year following the movement. The results showed that individuals with avid participation had a significant decline in psychological and social well-being over time compared with other groups of

individuals. Cross-lagged panel modeling found that trust in the Hong Kong government explained the changes in their psychological and social well-being.

Session Organizer:

Amanda C. M. Fu, The Chinese University of Hong Kong

Discussant:

Winnie W. S. Mak, The Chinese University of Hong Kong

145. Resisting and transforming the neoliberal (or corporate) university
SCRA
Town Hall Meeting
9:00 to 10:15 am
Fauteux Hall (FTX): FTX 147

There is increasing concern globally about the "neoliberal" university. It is variously described as market-driven (Giroux, 2013; Chomsky, 2014), competitive (Hauffman & Radder 2015) and oriented towards STEM subjects (science, technology, engineering, and medicine). Students are treated as consumers and faculty members are rewarded for research that brings prestige to the institution. In such a context, individualistic emotions are dominant – pride when we succeed and shame when we fail (Grant & Elizabeth, 2015). Often critiques of the neoliberal university focus outward as if it is the fault of a macro-system in which we, as faculty and students, are simply victims. This Town Hall Meeting is an invitation to turn the analysis towards ourselves. As community psychologists we stand for values that nourish deep wellness, diversity and an orientation toward the common good. We do have power, especially those of us with tenured and leadership positions, and we need to become aware of what holds us back from using this power to resist the pressures of the neoliberal economy and transform our institutions to serve social and ecological justice. The two questions underpinning this dialogue will be: How have we, as community psychologists, bought into the practices of the neoliberal university? What could we offer that is more consistent with our fundamental values? The session will be facilitated in three sections. The first two will address each of the questions above in turn. Participants will be asked to form pods of four to five people to brainstorm the question after which a list of relevant practices will be drawn up on a white board. For the third section, we will ask for people to form groups based on the alternative practices they are most drawn to. The wrap up will focus on how we can resist and transform the universities in which we find ourselves.

Session Organizers:

Niki Harre, University of Auckland

Tod Sloan, Lewis and Clark Graduate School of Education and Counseling

146. Convince! A training session on using social marketing in the service of policy advocacy
SCRA
Workshop
9:00 to 10:15 am
Vanier Hall: VNR 1075

Community psychologists have long argued for the importance of becoming involved in policy as a way to achieve large-scale, sustainable social change, yet relatively few of us receive training in advocacy or the policymaking process. If more effective policy advocacy can help you in your work, this training session is for you. You will learn how to use social marketing principles, strategies and tools to support policy advocacy. The training will cover general principles of social marketing, provide specific examples of how these principles have been applied in practice to influence policy making, and introduce concrete tools to help with this work. This training session on social marketing and policy advocacy is offered by the vice president of communications at the largest family foundation in Canada, François Lagarde, who has been involved in a number of highly successful policy advocacy initiatives, including efforts to influence public opinion and policy around early childhood issues in Québec. Effective community psychology practice often involves convincing decision makers to adopt and implement policies at local, regional or national levels. Don't miss this unique opportunity to acquire knowledge and skills to better communicate with decision makers at all levels.

Presenter:

François Lagarde, Lucie and André Chagnon Foundation

Session Organizer:

François Lagarde, Lucie and André Chagnon Foundation

147. Fostering community health, wellness, and equity. Applications of community psychology in improvement settings.
SCRA
Symposium
9:00 to 10:15 am
Vanier Hall: VNR 1095

Community health improvement initiatives that aim to increase health, wellness, and equity are strongly influenced by the local context in which they take place. Oftentimes, these are driven by community coalitions of diverse stakeholders, who are expected to determine the needs of their population of interest, select an appropriate strategy, implement with quality, and evaluate for effectiveness. Due to the complexity of this work, many people involved in these initiatives look toward behavioral scientists with experience in collaborating with community members. Community psychologists possess a comprehensive skill set that make them a particularly useful contributor, especially when these projects explicitly focus on increasing health equity. This panel will describe how community psychologists can contribute to community health improvement work by sharing our experiences in the Spreading Community Accelerators through Learning and Evaluation (SCALE) initiative, led by the Institute for Healthcare Improvement, and funded by the Robert Wood Johnson Foundation. As part of SCALE, community coalitions are expected to develop appropriate aims, corresponding driver diagrams, and implement quality improvement projects to help reach those aims. After providing an overview of the SCALE project (its aims, tools, and values/"ways of being"), we will demonstrate the role of community psychologists in SCALE working with communities of color in two distinct settings with different contextual factors: the Proviso Partners for Health (Chicago, IL) and the San Gabriel Valley Healthy Cities Collaborative (Los Angeles, CA). We also describe how community psychologists contributed to the formative evaluation of the entire SCALE project. We will then facilitate a discussion on the ways that community psychologists can contribute significantly to improving community health and advancing health equity.

Participants:

The Achievements and Challenges of a Youth Empowerment Health Coalition Noe Chavez, City of Hope Medical Center

This presentation will provide a narrative to illustrate the achievements and challenges of working together as a coalition aiming to achieve health equity, within the larger community capacity building initiative of SCALE. In particular, the SCALE coalition discussed here is a partnership between a

comprehensive cancer center, school district, city parks and recreation, and non-profit youth organization, located in Los Angeles County. The coalition is focused on empowering high school youth of color to become peer health educators and community change leaders. The main achievements of the coalition centered on engaging youth in learning about health behavior and pressing local health issues, including the high rates of diabetes, and most importantly in engaging youth in participatory action research (e.g., Photovoice) to understand and influence policy addressing the health needs and assets of their local community. The main challenges centered on sustaining coalition cohesiveness and effectiveness in the context of: a) different perspectives between medical researchers and grassroots community activists, b) different histories and needs of two separate communities, and c) relationships among coalition members that struggled for equity. We will discuss how we facilitated a youth empowerment processes that drew upon participatory action research. Also, highlighted will be the challenges of working toward achieving health equity in a local community while also simultaneously attempting to achieve equity amongst coalition members.

Addressing equity in health improvement. The Experiences of Proviso Partners for Health Shanika Blanton, University of Illinois at Chicago

Proviso Partners for Health (PP4H) is a multi-sector coalition, guided by principles of shared power and leadership, leveraging resources, and capacity building, that supports community health and address health equity by working collaboratively to implement policy, systems, and change strategies while fostering economic development. Located in western suburbs of Chicago, IL, Proviso Township has a population of 98,000 with several segregated African-American and Latino neighborhoods who experience disproportionate rates of unemployment, poverty, gang violence and low educational attainment. We will discuss our sustainable agriculture garden as a training program for high school students. Powered by local youth through paid internships, the harvest increases food access as it is given to community residents, a local food pantry or supplied to a local woman-owned catering business. We will also describe how we leveraged community resources by partnering the garden with the high school to offer salads in the high school cafeteria that taste good, are culturally relevant and are convenient for students. Due to its success in increasing access and consumption of fruits and vegetables, this environmental enhancement is currently being scaled up to two other high schools in the near future. Opportunities have been created to improve food access, increase physical activity and bolster economic development through establishing links between the school and urban sustainable agriculture. As PP4H grows, we are challenged to deepen our partnerships in the local political and business sectors as we work to address health equity. To this this, we will describe our efforts having people who represent all segments of the community at the table to ensure that power, resources and the capacity stay in the hands of those most deeply invested and who have traditionally been disempowered.

Using collaborative formative evaluation in community health improvement Kassandra Alia, University of South Carolina-Columbia; Brittany S. Cook, University of South Carolina; Victoria Scott; Jonathan P Scaccia, Independent; Abraham Wandersman, University of South Carolina-Columbia

Formative evaluation can be a critical method in supporting a co-learning environment in which communities and support systems can improve their processes over time in a way that helps them be more effective and efficient. In this presentation, we will describe how we used a deeply

collaborative approach to evaluation that partnered with the funder (RWJF), the implementation team (IHI and community partners), and SCALE communities themselves in the co-design of an evaluation plan that address the needs of multiple stakeholders. We will further discuss how our community psychology perspective promoted this meaningful collaboration around evaluation development, implementation of the methods, and use of data that was grounded in principles of empowerment and equity. We will call out specific examples and findings (especially around the development of tools and skills to address health equity in communities) that illustrate how evaluation use became mainstreamed throughout the program in a way that fostered ownership and accountability over progress.

Session Organizer:
Jonathan P Scaccia, Independent
Moderator:
Jonathan P Scaccia, Independent
Discussant:
Bret Kloos, University of South Carolina-Columbia

148. (Re)defining What It Means to be a Student: Three Perspectives on Success, Identity, & Transformation
SCRA
Symposium
9:00 to 10:15 am
Vanier Hall: VNR 2075

The educational landscape is partly shaped and altered by public policy, political climate, and students. Students can push social issues to the forefront of campus protests, can shift classroom dialogue, and can surface unmet needs. Unfortunately, as campus climates shift, our measures of student success remain stagnant, capturing success in limited terms. When success is based on a model of the ⌷average⌷ college student, campuses neglect to understand how marginalized students experience their own education and how institutions can best support their complex personhoods. K-12 and university campuses must rethink student success to meet the needs of students whose identities are often subordinated by the dominant culture. The goal if this panel is to provide three perspectives of how non-dominant students are (re)defining success within the current educational context. Paper one explores how students of color and/or first generation students contest the standard vision of what successful university education means by offering counter narratives from their own lived experiences. University students speak about how they define success for themselves within the Ivory Tower that captures their intersectional identities and offers a critique of the current educational system. In paper two, the authors examine how nontraditional college students⌷ experiences are impacted by their borderland identities. Adapted from the work of Gloria Anzaldúa (1987), the Borderlands scale illustrates how for many students, university success cannot be defined solely by academics, but also includes learning to navigate the space between the university and their home cultural communities. The final paper highlights why understanding how marginalized students redefine success within the academy is important for reimagining the institution. Located within an alternative summer program for first generation students of color, student authored counter narratives will illustrate how students used writing to redefine what a successful student is that included people from their social groups. Combined, these papers provide examples of how students are re-defining success in ways that captures their full identities and moves beyond the dominant narratives that associate success with test scores.

Participants:

Students of Color and/or First Generation Students Defining Success in the Neoliberal University Hafsa Mohamed, University of California, Santa Cruz

Recently, there has been an increase in student protests on college campuses across the nation. These protests, which occurred on over ninety campuses, were led primarily by Black students, as well as other students of color, queer students, and undocumented students (Kelley, 2016). Through the demands put forth by these student activists, we can discern critical and necessary critiques of the neoliberal practices and logics of the university (Kelley, 2016; Hamer & Lang, 2015). One contested issue has been the vision for what a successful university education offers. Therefore, in this paper, I explore how students of color and/or first generation students define success for themselves within the neoliberal university. To do this, I examine literature that characterizes the neoliberal shift in the university and then explore some of the ways in which the neoliberal university defines student success. After that, I turn to literature that offers possible epistemological frameworks to think about how the personal and intersecting identities of students of color and/or first generation students might shape their definition of success within the neoliberal university. To assess the question of how students of color and/or first generation students at UCSC are defining success, our research team ran five focus groups with approximately five students per focus group. Students in these focus groups self identified as students of color and/or first generation students. Data were coded using grounded theory but with an eye toward the following epistemological frameworks: intersectionality (Crenshaw, 1989, 1991), Mestiza consciousness (Anzaldúa, 1989), positive/radical marginality (Lorde, 1984; hooks, 1992; Mayo, 1982; Unger, 2004; Hall & Fine, 2005), Indigenous epistemologies (Brayboy, Casatgno & Maughan, 2008) and complex personhood in a desire based framework (Tuck, 2009). Results highlight the differences in the hopes, desires and aspirations between students and the neoliberal university.

Navigating the Historically White University as a «Nontraditional» Student: The Development of a Borderlands Scale Regina Langhout, University of California-Santa Cruz; Leslie Lopez, University of California, Santa Cruz

The undergraduate student body at UC Santa Cruz has undergone large demographic shifts in the past ten years. Numerically, students of color are now the majority, and almost half of the population is comprised of first generation college students. Furthermore, the campus achieved HSI (Hispanic Serving Institution) status in 2015, meaning that at least 25% of the full-time undergraduate students are Latinx. This project is designed to assess how nontraditional students work at the borders of the university and their home cultural communities to successfully navigate the historically and still structurally white middle class university setting. To do this, we developed a scale designed to assess Anzaldúa's (1987) concept of borderlands; specifically, we were interested in the psychological borderlands that students navigate as they move between worlds. We chose this framework based on focus groups with students, where they discussed what it meant to be successful at the university. This presentation provides the scale development results from a survey of 327 students, the majority of whom were students of color and/or first generation college students. We discerned a three factor model, including (1) border-work (i.e., knitting together home and university strengths), (2) self-narration, and (3) institutional alienation. We first discuss the psychometrics of the three factor model, and then connect the scales to student outcomes. Different

aspects of the scales were associated with various measures of university engagement, persistence, and how students practice civic engagement.

«We Are Not Those Stories»: Social Identities, Social Justice, and Educational Success Janelle M Silva, University of Washington Bothell`

In her 2009 TED Talk, Chimamanda Ngozi Adichie states that the "danger of the single story" is when complex persons and groups are reduced to one narrative. Single stories can often be used to strengthen dominant narratives that shape oppression and privilege within social institutions. For underrepresented high school students, these narratives can impact their educational achievement (Howard, 1999; Nieto, 1992; Valenzuela, 1999). During the summer of 2015, 75 incoming first year high school students spent six weeks in an alternative summer school program. Promoted as an opportunity to help prepare "at-risk" students for high school learning, teachers used this program to connect curriculum to students' lived experiences and strengthen their academic skills. Using ethnographic field notes, student assignments, and interviews, this presentation will examine how the Language Arts teacher used the topic of gentrification to help students understand social identities and identify social injustices within their community (Freire, 1970; Hurtado & Gurin, 2004; Weis & Fine, 2000). Four student authored counter narratives will illustrate how culturally relevant pedagogy can erase the "single stories" students felt defined them in k-12 education and how this program led to their academic success in high school.

Session Organizer:

Janelle M Silva, University of Washington Bothell`

Moderator:

Janelle M Silva, University of Washington Bothell`

149. Urban teens and their neighborhood spaces: using GIS to understand youth experiences
SCRA
Symposium
9:00 to 10:15 am
Vanier Hall: VNR 2095

Research on neighborhood influences is increasingly moving towards a person-centered, dynamic conceptualization of neighborhood. Psychologists have long known that the neighborhoods where children and adolescents reside are associated with a variety of positive and negative outcomes (Leventhal & Brooks-Gunn, 2000), but most psychological research has defined neighborhood as a Census tract or other publicly available demarcation. Researchers are increasingly turning to residents' self-reported descriptions of neighborhood boundaries, and to recognizing the diverse neighborhood influences to which youth can be exposed in their routine activity space—the places they visit during typical daily activities, whether or not within the boundaries of a set neighborhood (Mennis & Mason, 2011; Wikström, Ceccato, Hardie, & Treiber, 2010). Characteristics of these individually-varying contexts might be expected to exert influence on adolescents' behaviors and psychosocial functioning, just as characteristics of the adolescents influence their choices in seeking out spaces. Adolescents' own perceptions of their neighborhood contexts may be particularly important to community psychologists seek to understand neighborhood influences and develop neighborhood-based interventions. Agreeing on the boundaries of a neighborhood, or identifying local resources as belonging to one's own neighborhood, can be an important step in involving residents in planning for neighborhood-based initiatives (Coulton,

Chan, & Mikelbank, 2010). The three presentations in this symposium address varying adolescent definitions of their neighborhoods, different types of risk and protective factors to which they are exposed in their communities, and ways in which varying neighborhood contexts might influence adolescent psychosocial functioning. The three studies interviewed youth from several neighborhoods in two different metropolitan areas, all using a combination of methods such as self-reported sketch maps, linking interview data with GIS data, and collecting GPS and EMA data. Discussion of new ways to conceptualize and study neighborhood influence on adolescents will be encouraged.

Participants:

"No Place Like Home": How Adolescents Define Their Neighborhoods Spatially and Conceptually Sindhia Swaminathan, Bowling Green State University; Mercedes Barbara Pratt, Bowling Green State University; Carolyn Tompsett, Bowling Green State University

Most studies of neighborhood effects on child and adolescent development rely on Census data to operationalize neighborhoods. Hipp and Boessen (2013) assert that narrow definitions of neighborhoods disregard the importance of nearby neighborhoods in driving home neighborhood contexts. Further, adolescents' perceptions of their neighborhood may mediate the link between neighborhood context and behavioral outcomes (Romero et al., 2015). Thus, to better understand how neighborhoods affect youth, it is important to learn how youth define their neighborhoods. The current study utilizes a mixed-methods design to explore how youth define their neighborhoods conceptually and spatially. Adolescents living in an urban area were interviewed about their home neighborhood, routine activities, and their perceptions of neighborhood collective efficacy and social norms. Participants were asked to denote their neighborhoods and routine activity space on sketch maps, which were geocoded using ArcGIS software. Preliminary analyses (n=25) revealed several themes regarding how youth define their neighborhoods: 52% of participants described their neighborhoods as where they go, 36% referred to the length of time they resided there, 36% mentioned the safety/order within or danger/disorder outside of neighborhood boundaries, and 32% of participants talked about knowing or trusting the neighbors. Interestingly, only one participant referred to any institutionally-set boundaries (zip codes), suggesting that institutional definitions of neighborhoods do not correspond with adolescents' perceptions of home neighborhood boundaries. Further, participants' drawings demonstrated that adolescents may not conceptualize neighborhoods as single polygonal areas, as most participants used disjointed lines or shapes to denote boundaries of their neighborhood, or were unable to define their neighborhoods spatially altogether. These data challenge prevailing conceptualizations of neighborhoods as spatially-defined features with set boundaries. The presentation will explore factors associated with participants' conceptual and spatial definitions of their neighborhoods in the final dataset of 50 adolescents, and will discuss implications for neighborhood research.

Using GIS Mapping to Measure Neighborhood Experiences, Community Violence Exposure, and Protective Community Assets Among Latino Youth Kyle Deane, Loyola University Chicago; Maryse Richards, Loyola University Chicago; David Treering, Loyola University Chicago; Cynthia Onyeka, Loyola University Chicago; Edwin Rabadan, Telpochcalli Community Education Project

Background: In the community of Little Village, the largest Latino neighborhood in Chicago, youth are disproportionately exposed to community violence and gang activity (City of Chicago, 2013). Violence exposure reduces walkability in neighborhoods resulting in a barrier to many students' commute to school (Wiebe, 2013). Children living in these environments often report a different perspective of their community than adults (Coulton et al., 2009) and youth perspective is a more valid indicator of outcomes (Byrnes et al., 2007). The current study's community based participatory research design employed Geographic Information Systems (GIS), along with structured qualitative interviews, to examine youth experiences of neighborhood, including community violence, route to school, and protective community assets. Method: A sample of 40 urban, Mexican-American adolescents aged 12 to 18 (50% female) participated. Youth participated in an interactive GIS exercise, using ArcGIS (Esri, 2016). Each participant created spatial points and polygons depicting specific locations of violent incidents, gang territories, and routes to school. Additionally, 2013 crime data as reported by the CPD was obtained from the City of Chicago data portal. These data were filtered to exclusively include violent crimes like battery, assault, and homicide that took place in public places. Results: Youth spatially identified 89 violent incidents and 44 demarcated gang territories. A density function was performed on youth-reported and CPD violent incidents and community assets (see Figure 1). Incident proximity correlations will be calculated to correlate reports of violence exposure and community assets. Youth identified friends and family as safe areas in addition to traditional protective community assets. Preliminary results suggest a discrepancy between youth and CPD reporting of violent and safe clusters. Results also suggest that many children are traversing through identified unsafe or gang territories en route to school. Further analyses on spatial patterns between these variables will follow.

Dynamic risk exposure and adolescents' daily mood and risk-taking behavior Amanda Roy, University of Illinois at Chicago

Children who grow up exposed to neighborhood poverty and crime are more likely to develop behavior problems and engage in high-risk behaviors such as early sexual initiation and substance use and abuse. However, extant research in this area has been limited by reliance on fixed measurements of risk that assume that youth living in geographic proximity are equally exposed to risk. This research addresses this limitation by using GPS coordinates collected from a sample of Chicago youth over the course of a one-week period in conjunction with publically available information on environmental characteristics to create a more precise measure of youths' exposure to environmental risks, and in turn, examine relationships between daily risk exposure and changes in youths' mood and risk-taking behavior. A sample of 50 low-income youth (ages 14-16) participated in this study. Youth carried GPS-enabled cell phones for a one-week period from which GPS coordinates were collected every minute. In addition, youth completed short questionnaires delivered via phone five times each day (9am, 12pm, 3pm, 6pm, 9pm) asking questions on mood and high-risk behaviors engaged in. To create the measure of environmental risk exposure each youth's GPS coordinates are currently being mapped using GIS software and overlaid with locations of environmental risk (i.e. abandoned buildings, graffiti, crime, and retailors of alcohol and cigarettes). GIS will then be used to determine whether each youths' GPS coordinates fall within 5 meters of each environmental risk and to create a count of the number and type of risks that youth are exposed to over the course of each day. Next steps will involve estimating the relationship between exposure to environmental risk in the hour before each survey and subsequent changes in mood and risk-taking behavior to determine whether within- and between-person differences in youths' exposure to risk explain variability in outcomes.

Session Organizer:

Carolyn Tompsett, Bowling Green State University

Moderator:

Carolyn Tompsett, Bowling Green State University

150. Theories for the Field of Community Psychology
SCRA
Symposium
10:30 to 11:45 am
Social Sciences Building: FSS 1005

This symposium seeks to generate a discussion on possible theories to model and find meaning in external systems contributions to initiating and sustaining beneficial change. In general, theories facilitate the organization, systematization, and interpretation of data, and can contribute greatly to describing, explaining, and predicting various phenomena. . Many have wondered if there are perspectives in community psychology that could qualify as theories. This symposium will present three theories that have considerable merit for the field of community psychology. The first presentation will explore organizational conceptualizations of third order change as well as incorporation of community theories, concepts, and practices. The second will focus on subcultural theory for the Study of heroin addiction and recovery. The third presenter will discuss social identity theory to understand intergroup relations and the social self. The discussants will consider the implications of the presentations for the development of the field of community psychology as a scientific discipline and as a locus of social action.

Participants:

A Community Psychology Systems Theory: Third-Order Change
Christopher R Beasley, Washington College

Third-order change refers to an essential shift in the social fabric, whereby a community changes its customary paradigms and practices, developing a culture of continually questioning, identifying problems and social precipitants to problems, implementing solutions, and engaging in ongoing process and outcome evaluations of these solutions. Three core goals of third-order change are: (a) facilitation of critical consciousness, (b) development of capacity for self-sustained action and change, and (c) promotion of reflexivity. Critical consciousness helps communities question existing structures and schemas, thus promoting adaptive change. Capacity building has the potential to broaden the perspectives examining community problems and solutions, as well as resources available to address them. Reflexivity provides an opportunity for communities to continually examine processes of change and emerging ecological shifts that may require innovative thinking and action. Third-order change thereby creates a fundamental paradigm shift, leading to novel, adaptive, and flexible systems and structures, with the potential for creative and continual evolution. The participatory nature of third-order change is advantageous in that it offers autonomy through awareness, capacity building, and reflexive action and is therefore likely to have a sustainable influence on communities. As applied examples offered by the presenter will illustrate, such a systems-theory perspective having the goals/elements outlined in this presentation represents a promising approach for meaningful community-based problem explication and social change.

Subcultural Theory Revised: Describing Heroin Addiction and
Recovery Sarah Callahan, DePaul University; Leonard Jason,
DePaul University

Subcultural theories build upon the work of Merton. They say that deviance is the result of individuals conforming to the values and norms of a social group to which they belong, if one belongs to a social group whose norms differ from those of the main society then one will become and likely remain a part of that sub populace. This presentation will aim to articulate a subcultural basis for the study of heroin use and recovery. Drug abuse and addiction is much more than the ingestion of a substance in order to experience an effect. Heroin users have demonstrated specific and sometimes exclusive social behaviors, routines, use patterns, and income generating activities that can impart a greater significance to the actual drug using behavior. Thus, heroin use occurs within a cultural context and becomes a sub populace. This paper seeks to explicate central aspects to the nature of this relationship. Further, this extension of subcultural theory will primarily be based on an extensive empirical literature review on heroin use and microeconomics in the U.S. The presentation will explore heroin research involving epidemiological data, qualitative and ethnographic observation, and critical analysis of subcultural theories of crime and addiction. This presentation aims to refine the general subpopulation theory of crime and delinquency to provide a concise framework that integrates many of the most important features of heroin addiction in context; to identify potentially important understudied topics for further research; and to formulate public policy recommendations.

Social Identity Theory Predicts Behaviors and Attitudes Congruent
With In-Group Identity Mayra Guerrero, DePaul University; Leonard
Jason, DePaul University

The social identity theory (Tajfel & Turner, 1986) is a social psychological theory of intergroup relations and the social self. The theory emphasizes the importance of group memberships and their significant effects on behavior. SIT postulates that people define their sense of self in terms of group memberships. People have a repertoire of discrete group memberships that differ in the extent to which they are perceived to be psychologically meaningful descriptors of the self. The theory states that through the process of social comparison, persons who are similar to the self are categorized as the in-group and persons who differ from the self are categorized as the out-group. Social identification leads to behaviors and attitudes that are congruent with the in-group identity, stereotypical perceptions of the in-group and out-group members, and reinforcements of antecedents of identification. Self-categorization and social comparison are two important socio-cognitive processes involved in social identity formation which produce different outcomes. Self-categorization results in the accentuation of the perceived similarities between the self and the in-group, and the accentuation of the differences between the out-group and the self. Social comparison results in the selective application of the accentuation effect to those dimensions that will enhance the self. Although individuals may change their identity associated with addiction and adopt a new identity associated with recovery, the extent to which they identify with members in their abstinence social support networks may vary. In addition to reviewing this theory, we will provide data regarding how substance abusers' socialization is connected to social identities beyond substance abuse such as gender, race, age, and educational level. We will discuss how identifying as a veteran may be more salient than identifying as an individual in recovery. The implications for therapeutic communities will be explored.

Session Organizer:

Christopher R Beasley, Washington College

Moderator:

Leonard Jason, DePaul University

Discussants:

David Glenwick, Fordham University
Jennifer Watling Neal, Michigan State University

151. Coloniality/Decoloniality in Community Psychology
SCRA
Roundtable Discussion
10:30 to 11:45 am
Social Sciences Building: FSS 1006

This roundtable will invite dialogue about the opportunities and challenges to create a decolonial community psychology that addresses the epistemological hegemony formed within Western, colonial traditions in the social sciences. Community psychology's history has traditionally been described within the context of US history. However, other origins have been contested and reclaimed, particularly, from geographical locations that have experienced colonization. Epistemologies from colonized localities have been excluded from the dominant discourse of US-Eurocentric community psychology. This constitutes what decolonial social sciences from the South have named «geopolitics of knowledge.» To the extent that only some (Euro-Western) theories are valued, we are sending a message to our friends around the globe that "their" community psychology is invisible due to the entitled position of Euro-Western theories and their principal actors. Based on an analysis of community psychology in terms of mattering, we ask: Who matters? Who is invisible? Who dominates? How can we change these dynamics? Some specific questions we would like to explore are the following: (1) Where does current community psychology fall within the spectrum of coloniality and decoloniality?; (2) how and in what ways could we band together to dismantle the hegemonic paradigms entrenched in current US-Eurocentric community psychology?; (4) how could US-Eurocentric community psychologists overcome language limitations to be exposed to literature written in other languages?; (5) what research orientation, and methodological approaches does decoloniality require, and how do we teach them?; (6) What are some of the examples of decolonial praxes from which we could learn to develop a decolonial community psychology?; (7) are there any experiences of communities engaging in an exchange of knowledge with community psychologists that result in decolonial practices? Keywords: decoloniality; decolonial community psychology; US-Eurocentrism; decolonial curriculum

Session Organizers:
susan james, Pacifica Graduate Institute
Blanca Ortiz-Torres, University of Puerto Ricoof Puerto Rico
Maria Eugenia Sanchez, Universidad Iberoamericana
Moderators:
Blanca Ortiz-Torres, University of Puerto Ricoof Puerto Rico
susan james, Pacifica Graduate Institute
Discussants:
Isaac Prilleltensky, University of Miami
Nuria Ciofalo, Pacifica Graduate Institute
Ronelle Carolissen, University of Stellenbosch
Eduardo Almeida, Universidad Iberoamericana Puebla
Mary Watkins, Pacifica Graduate Institute
Maria Eugenia Sanchez, Universidad Iberoamericana

152. American Journal of Community Psychology: Meet the Editor, Learn about the Journal, and Become Involved
SCRA
Workshop
10:30 to 11:45 am
Social Sciences Building: FSS 1007

This one hour "workshop" will describe journal operations and policies as well as offer suggestions for successful manuscript submissions to the American Journal of Community Psychology. The session will also include discussion of guidelines for reviewers, resources for authors, and opportunities for participants to become more involved as reviewers and Guest Editors of special issues. Participants will also be encouraged to share their ideas about the journal and ask questions of the Editor.

Session Organizer:
Jacob K Tebes, Yale University

153. "The master's tools will not dismantle the master's house»: Organizations as tools for community empowerment
SCRA
Town Hall Meeting
10:30 to 11:45 am
Social Sciences Building: FSS 1030

The Town Hall session will challenge the audience to consider the role of community organizations as vehicles for social change and as means to address structural oppression. We will discuss the relationship between community organizations and community empowerment: what are community organizations meant to accomplish long-term and ultimately, can community organizations undermine potential for community empowerment? While discussing the effects of community organizations on sense of community and community strengths, Boyes-Watson (2006) warns that we, as researchers and practitioners, must guard against draining social capital from communities through community organizations meant to bring structure, support, and resources to what are deemed otherwise dysfunctional, poor and dis-invested spaces. This warning speaks directly to the paradox that Rappaport (1981) acknowledges exists and that we must wrestle with as community psychologists. Our intentions to bring the necessary programs and services to communities can also replace what might otherwise be organically developed structures that, if properly supported and organized, can reduce the need for police surveillance and other external measures of accountability meant to bring order and justice to communities. The very organizations that we hope to engender empowerment can lead to dependency and incremental impacts that maintain the same structural problems that reinforce the need for external organizations in the first place. Differential power dynamics that exist between community organizations and communities will also be discussed. Audre Lorde said: "The master's tools will not dismantle the master's house." So if we understand, as Boyes Watson points out, that the ways social service organizations are structured ultimately cannot truly confront structural oppression in a fundamental way, than what tools do we use to "dismantle the master's house?". Is this even the goal of our work?

Session Organizer:
Deidra Somerville, National-Louis University
Discussant:
Tiffeny Jimenez, National-Louis University

154. Ignite Session 7
SCRA
Ignite Session
10:30 to 11:45 am
Social Sciences Building: FSS 2005
Participants:
Social-Emotional Growth: How Quality of Teacher-Child Interactions

in Pre-k Indirectly Affect Students' Kindergarten Achievement Jacqueline M Tynan, Renaissance West Community Initiative; James Cook, University of North Carolina at Charlotte; Ryan Kilmer, University of North Carolina at Charlotte; Chuang Wang, University of North Carolina at Charlotte

As support mounts for the use of pre-kindergarten (pre-k) to promote academic achievement, there is increased need to understand the nature of pre-k's effects and the key elements of effective pre-k programming. The short-term effects of a pre-k program for at-risk four-year-olds were examined. Using data collected from classroom observations, teacher-rated measures of students' social-emotional functioning, and standardized measures of academic functioning, associations between classroom quality and students' social-emotional and academic development were assessed. Indicators of classroom quality reflected teachers' use of Warmth, Positive Discipline, and Logic and Reasoning, based on teacher-child interactions during classroom observations. Each measure of pre-k classroom quality was examined in relation to student's pre-k social-emotional functioning (via Devereux Early Childhood Assessment), pre-k receptive vocabulary skills, and kindergarten literacy and math skills. Results indicate children from pre-k classrooms in which teachers were more warm and supportive in their interactions with children received better spring ratings of prosocial skills (Attachment, p<.05; Initiative. p<.10) and fewer Behavior Concerns (p<.05). Measures of pre-k classroom quality were not directly related to students' kindergarten academics; however results suggest an indirect relationship via students' social-emotional functioning. That is, students with higher teacher ratings in Initiative and fewer Behavior Concerns in spring of their pre-k year performed better on fall and spring kindergarten assessments of math and reading than their peers with less positive ratings of social-emotional skills. Additionally, students with higher teacher ratings of Attachment (i.e., showing affection, trust, and optimism in relationships with others) in pre-k performed worse (p<.05) on kindergarten measures of academic functioning. The Attachment-functioning relationship was not in the expected direction and warrants further examination. The present study supports the need for quality pre-k to promote children's social-emotional development and academic achievement, particularly for at-risk children. Procedures, findings, limitations, and future directions of this study will be discussed.

Youth transition to adulthood in a Mediterranean metropolitan city. Powerless attachment and affiliation desire Agostino Carbone, University of Naples Federico II; Caterina Arcidiacono, University of Naples Federico II

The study explores the living conditions of young people in large urban areas. Specifically the research aim is to identify the factors of development or otherwise of inhibition that the social environment of the new suburbs provides during the post-crisis era. In 2015 in Italy the "metropolitan cities" have been established. There are new local bodies born from the fusion of the most populous cities with surrounding municipalities in order to harmonize the local policies. Among the ten new urban entity, research has focused on the Metropolitan City of Naples, the third by population (3,113,898 inhabitants), after Rome and Milan, the first for density (2.641/km2). Moreover this Metropolitan City is composed of 91 municipalities, it also the third most populated area on the Mediterranean coasts of the European Union, following Barcelona and Athens urban districts. They were recruited 160 young inhabitants ranged in age from 18 to 34. 20 for each of the eight city districts ware interview. The data were subsequently analyzed through a semi-automatic method of descending textual cluster analysis (ETA),by means of T-LAB 9.0 software. This technique is based on lexical co-occurrences within strings of words and it permits distinguishing semantic classes. Through this technique, we were able to identify a variety of community images that were shared by groups of participants. The results reveals six of cluster of meaning (weaknesses, strengths, relations, planning, memories, the foreignness). The most interesting finding is that the youth consider the belonging to their life places useless for the development of their future. Commonplaces are important only in the memories. These places have built the community's identity. However Youth identified as the only way of gaining autonomy way of gaining autonomy the search for system of power to belong to, such as Politics or Mafia.

Young Adults' Aspirations and Lay Theories for Social Change: Examining Critical Civic Development in a Community-Based Leadership Program Alisa Pykett, University of Wisconsin-Madison; Constance Flanagan, University of Wisconsin-Madison

In these times, how do young adults think about how social change happens? What are their aspirations for their communities and themselves? How do their aspirations and lay theories of social change guide the actions they take and the groups with whom they engage? This presentation will examine these questions and subsequent implications by sharing select findings from a mixed methods evaluation of a social justice-oriented leadership program that includes intensive apprenticeships in community-based organizations (CBOs). The mixed methods study, conducted in partnership with the organization, uses in-depth interviews with program participants, coding of open-ended responses to reflection questions and quantitative analyses of pre-/post- program survey data. The mixed methods approach allows for identifying patterns of interest across the 600 program participants while also developing a richer understanding of the experience through interviews and open-ended responses. The program has a track record of attracting young adults who, due to inequitable access to pathways to civic participation, likely have had fewer opportunities to engage in civic work. The program focuses on engaging members from different educational, socioeconomic and identity backgrounds, particularly young people from the site cities who plan on staying there after the program (i.e. people applying what they learn to their home places). They operate in a cohort model and engage with multiple CBOs that address social issues with different, and sometimes conflicting, theories of change and strategies (from service-provision to the radical). Understanding the experiences of young adults generally, and opportunity youth specifically, engaged in this intense and complex local civic work with a diverse cohort can contribute to theories and beliefs about community leadership and empowering community settings. Implications for practice and theory will be shared.

The Education Engagement Partnership: using evidence to inform local youth work practice Dallas Ambry, Victoria University; Jessica Lawrence, Victoria University

The Education Engagement Partnership (EEP) is a collaborative research project across several local government areas in Melbourne Australia that looks at factors contributing to young people's disengagement from education. The EEP leads a powerful community of practice which builds the capacity of the youth sector through the application of evidence-based practice and an elegant yet robust program design. Reflecting on 5 years of data, this presentation will focus on the outcomes for the youth workers involved in the 'Action Team' and the evolution of this community of practice to date. Tools developed to track practice and inform goal setting are presented. This presentation is useful for those considering or operating evidence-based collaborative practice within a youth work setting where students disengaged from education form their client base. Key learnings

and challenges will be discussed, along with outcomes for young people. Informed by principals of community action and fostering communication between groups, this presentation provides thought-provoking discussion points and highlights contemporary practice in an Australian urban community.

> From Students to Students: Using Photovoice to Assess Students' Strengths and Needs at the American University in Cairo Hana Shahin, The American University in Cairo; Nada Hafez, AUC; Azza Osman, American University in Cairo; Alia Afifi, American University in Cairo

Due to the impact of the Egyptian pound floatation on the operation of the American University in Cairo (AUC), students have been on a strike. Accordingly, community psychology students felt the need to conduct a needs assessment of the students and workers; and an assets assessment of the university and the community. Correspondingly, based on what they have learned during the semester, they decided to work on enhancing the sense of community, in addition to engaging community members in the process. Thus, conduct a photovoice; a participatory action research (PAR), which aims to give the voice to the participants to tell their story from their perspective. It is an innovative research methodology; which gives the participants a chance to actively aid in collecting the data. Participants in this study will be asked to answer certain questions through photos from their surrounding and later get a chance to tell the story of the picture. The PAR is designed to target three groups at AUC; namely, foreign students, Egyptian students, workers and staff. Students will be divided into groups; who will be in charge or others in the community. Their task is to explain the process to them and get them to participate in collecting the data, based on their consent. The main purpose is to collect data about how they perceive AUC, what are its strengths and what are the ideal component of AUC, what are their individual needs, what are stigmas and stereotypes that challenge them, and how can things be changed to the better. Accordingly, students can collect action oriented data, that would lead to recommendations for change and be passed on to decision makes. Lastly, an exhibition is organized for the AUC community to get to know about the project and hear the voices of the participants.

> Combining Community Psychology and Harm Reduction Principles to Address Infant Safe Sleep Hillary Rowe, University of Illinois at Chicago

In 2013, over 3,400 infants died from Sudden Unexpected Infant Death (SUID), which includes SIDS (CDC, 2016). Although there has been progress in reducing the SUID rate, it has been relatively stagnant since its dramatic drop following the national Back to Sleep campaign (now called Safe to Sleep) in the mid 1990s. The American Academy of Pediatrics recommends several preventative measures to further reduce the SUID rates (Task Force on SIDS, 2016), and these recommendations have been translated into city and countywide public health campaigns across the country. Unfortunately, these information-driven campaigns often take an abstinence-only approach to risky behaviors without regard to families' overall needs (Peacock et al., under review). A new approach to infant safe sleep interventions and public health messaging is needed to further reduce the stagnated SUID rates. This presentation summarizes how community psychology values and harm reduction principles are compatible, and how such a combination could guide infant safe sleep intervention development. A community psychology/harm reduction approach would work with families to identify and reduce risks, instead of the current medical approach of telling parents what they should or should not do. This presentation

uses parent-infant bed-sharing as an example of how a harm reduction intervention would differ from the current medical approach.

> The Ripple Effect: Young Leaders Motivating Environmental Action in the Community Laine Bourassa, Wilfrid Laurier University

Youth leadership is central to creating momentum for a cultural shift in sustainability practices, and can be nurtured in youth leadership programs. The Make-A-Difference (MAD) youth environmental leadership program in New Zealand presents environmental knowledge and teaches leadership skills intended to influence environmental action at a community level. While MAD and programs like it aim to impact the environmental engagement of wider social circles, little research measuring the broader impact of these types of programs has been done. My research project explores the process and impact of influence between young leaders and members of their social networks to show how social change happens and what impact it has on the views and actions of others. In this Insight presentation, I will go over techniques used by young leaders of the MAD program to influence others and the impact of this influence with respect to their environmental knowledge, values, attitudes, behaviours, identity, and actions. I will then give insight into the elements of environmental leadership programs that promote action competence by exploring the relationship between program curriculum and participants' approach to influencing the environmental actions of others. To measure the "ripple effect" of leadership programs, a mixed methods multi-phase research design is used where program participants recruit individuals they influenced (ripple participants) to take part in the study. Both MAD and ripple participants take part in surveys and interviews to measure the uptake of leader influence by members of their communities. The results of this study will inform the curriculum of youth environmental leadership programs and the wider social change field, identifying processes that lead towards a more environmentally engaged community for a sustainable future.

> A Multi-Informant, Socioecological Investigation of Neighborhood Danger and Cohesion on the Development of Rule-Breaking Behaviors Meret Hofer, University of Virginia; Melvin Wilson, University of Virginia

Covert antisocial behavior (ASB) is non-violent, disruptive behavior committed with the intention of not being observed (e.g., rule-breaking), and engaging in these behaviors before the age of 10 years is particularly indicative of negative future outcomes. Previous literature has linked ASB to child-level, familial, social and contextual factors. Despite these multi-dimensional influences, little research has examined the relative impact of each of these influences in a multi-level developmental model of ASB. This study tests a socioecological model of rule-breaking behavior that includes previously identified predictors of ASB. We aim to clarify main and interaction effects of each predictor while considering differences in parent and child reports of rule-breaking. METHOD Our research uses data from the Early Steps Multisite Study, a study of 731 ethnically-diverse, high-risk families. We use assessments at ages 7, 8, 9, and 10 to examine the relative influence of theoretically-relevant predictors of rule-breaking, including child Impulsivity, parental monitoring, neighborhood danger and neighborhood cohesion, while accounting for demographic characteristics. Rule-breaking behavior was assessed through parental report using the rule-breaking subscale of the Child Behavior Checklist, and child self-report. Each assessed the frequency with which youth engaged in antisocial behaviors in the previous year. RESULTS Using multi-model selection based on the Akaike Information Criterion we evaluated multiple linear mixed effects models testing the relationship between rule-breaking behavior

and our theoretically-derived predictors to identify the best fitting models for parent-reported and child-reported outcomes. Notable differences emerged in both main and interaction effects among our predictors (see table 1). Interestingly, an interaction for neighborhood danger and cohesion emerged for the child-reported outcome model. While parental perceptions of neighborhood cohesion were consistently associated with a decrease in parent-reported child rule-breaking, regardless of neighborhood danger, children reported the highest levels of delinquency in neighborhoods that were both dangerous and cohesive. Implications are discussed.

Qualitative Content Analysis of Images of Children in the Islamic State Propaganda Wojciech Kaczkowski, Georgia State University

The Islamic State (IS) has gained notoriety for utilizing media to recruit fighters and spread their ideology worldwide. Notably, the group is infamous for exploiting children for their propaganda. Our study is a qualitative content analysis of 83 images of children from all 15 issues of Dabiq, the group's official online magazine. It is one of the first to examine the use of children in the IS propaganda and to focus on its visual communication strategy. Based on social identity theory, we argue that the group utilizes these images to promote in-group favoritism and out-group derogation. The outside groups are portrayed as threatening to all Muslims, including children: thirteen images (15.7% of all images) depict dead or wounded children as victims of the group's enemies, such as the Assad regime. Similarly, eight images (9.6%) show children involved in other groups, such as at pro-LGBT rallies in the US: these images are used to criticize the group's enemies for corrupting youths with "false" ideologies. In contrast, the IS is glorified as a safe haven for all Muslim families: nineteen images (22.9%) depict children playing, attending school, or being treated in hospitals on the IS-controlled territory. Furthermore, in 26 images (31.3%), children pose with weapons or group insignia, undergo military training, or engage in direct acts of violence for the group. While past research indicates that military groups only involve children surreptitiously, the IS openly shows off its young fighters. The group utilizes these images to challenge social norms about the military use of children and to emphasize the permanence and continuity of its state and ideology. Regarding countermeasures against the IS propaganda, our findings suggest that they need to challenge the depiction of all non-Muslims as threatening out-groups and the glorification of the IS and its military use of children.

155. We All Want the Same Thing: Navigating (Mis)alignments in Community Engaged Research
SCRA
Symposium
10:30 to 11:45 am
Social Sciences Building: FSS 4004

The alignment of goals, priorities, and expectations for research process and outcomes is a key component of conducting meaningful, high-quality community-engaged research (CER). However, this principle does not always translate easily into research practice. The development of equitable and effective partnerships hinges on successful alignment between researcher(s) and community partner(s)/stakeholders. This interactive symposium explores issues of (mis)alignment and examines the resolution processes that support the advancement of wellbeing of marginalized groups. Using diverse case studies from CER projects with marginalized groups conducted by four graduate students, this symposium engages participants in small and large group dialogue to identify, address, and resolve issues of misalignment within the specific and diverse context of each individual project. The issues examined include how to communicate unexpected, contradictory, or complex findings that are critical of the community partner's organization or services to stakeholders. The group discussions will centre on how to address different, often conflicting, theoretical and empirical approaches to, or perspectives on, the issue under study. Each case study is considered within the context of maintaining ongoing mutually respectful and beneficial partnerships that can continue to work toward improving the wellbeing of marginalized groups. Following an overview of the four projects, symposium participants will be separated into groups to discuss one of four case studies. The presenter/researcher affiliated with the project will work with their group to provide additional contextual details about the project and partnership. Worksheets with questions the group should consider will be used to facilitate discussion. Following small group discussion, the discussant, along with the presenters, will lead the large group in a facilitated conversation about the issues of misalignment discussed. Drawing on the expertise in the room, the group will work together to develop recommendations for how community practitioners can work to address issues of misalignment in future CER projects.

Participants:

Turning Plight into Power: Dr. Jay Children's Grief Youth Support Program for Bereaved Adolescents Melisa Choubak, University of Guelph

One in five children will experience the death of someone close to them before the age of 18, according to North American statistics. Parental death is one such loss that can have both short-term and long-term impact on young people's well-being. Despite the growing body of knowledge on adolescents' affective, behavioural, cognitive, and physiological manifestations of grief, research on bereavement outcomes and evaluations of bereavement programs for this vulnerable group are relatively lacking. A program evaluation of the Dr. Jay Children's Grief Centre's Youth Support program in Toronto was conducted to determine program effectiveness and outcomes. The program utilizes the influence of group and peer support in order to facilitate the grieving process of adolescents within a context that emphasizes empowerment and leadership. The program combines multiple treatment modalities and consists of a leadership component that prepares 13-18 year old youth in supporting bereaved peers at community events, such as camps. Program evaluation of such an important community initiative that utilizes the resilience and empathy of those affected by hardship and loss at one of the most vulnerable stages in life was quite rewarding. Nevertheless, responding to evaluation objectives proved to be a challenge, as there were issues regarding aligning components within the evaluation research plan (e.g. evaluation questions versus data collection methods), as well as aligning evaluation and service provision priorities. Addressing issues around these incongruences, as will be the focus for this discussion, could help us answer evaluation questions more clearly and more effectively advance the wellbeing of vulnerable community members.

International Students' Wellbeing Experiences: Communicating the Uncomfortable Findings Emerging from a Social Determinants Approach Sadie Goddard-Durant, University of Guelph

Studies on international students evidence their vulnerability. They are required to simultaneously adapt to a new culture and academic setting, without their usual psychosocial and financial support systems. These students also face economic, political and social barriers to successful transition into their host society. It is now widely accepted that social, political and economic conditions play a significant role in creating,

maintaining and protecting the wellbeing of individuals and communities. However, these experiences are yet to be explicitly conceptualized and treated as social determinants of wellbeing for international students. Nor are their perspectives typically privileged. Instead, researchers mainly provide intervention and policy recommendations from their perspective only, and these remain focused only on what can be done to boost international students' personal health practices and coping strategies. This qualitative study sought to understand international student perspectives about their wellbeing experiences and needs. The study was collaboratively designed with the Office of Intercultural Affairs at a southwestern Canadian university based on their recognized goal of better supporting their students. In depth, semi-structured focus groups were conducted and the data analyzed using thematic analysis. International students identified several daily living conditions, and policies and systems which shape these conditions, that threaten their wellbeing and/or efforts to maintain it. They find that many university support services are inaccessible or inappropriately offered, and hence report that these also have a negative impact. These findings highlight a complementary approach which international students think is needed to increase their effectiveness in attending to their wellbeing. This discussion seeks to illuminate the following questions: How can findings and recommendations best be communicated to the partners so as to preserve mutual respect for partner and researcher responsibilities and constraints? How can these communications maintain the focus that advancing the wellbeing of this vulnerable group is a common goal?

> Why Hire Canadian Newcomers? A Knowledge Translation Project on the Social and Financial Benefits of Being a Diverse and Inclusive Organization Ashna Jassi, University of Guelph

Alarming rhetoric regarding labour migration has been circulating within Western nations. Within the U.S. and the U.K., political dialogue has distorted the benefits that newcomers provide to businesses and national economies, by portraying immigrants and refugees as "resource-drainers" who act as threats to economic and civic stability. Although this rhetoric has been limited in Canada, evidence suggests that Canada is not fully immune to discriminatory behaviours and biases that act against migrants and refugees who seek employment. This indicates incongruence between Canadian employers' perceptions on hiring newcomers and the actual benefits of hiring diverse employees. The current presentation will provide an overview of a knowledge translation project conducted as a member of the Canadian Centre for Diversity and Inclusion, in order to address this incongruence. This project aimed to reduce this incongruence by translating research on the social and financial benefits of newcomer hiring into an accessible and persuasive format for Canadian business leaders. The final formatting of the knowledge was suited to be read by a financially driven lens. This research translation process challenged the researcher's own social justice based research approach to the issue of newcomer hiring. The presentation will discuss how the researcher addressed this challenge and the resulting seven financially driven benefits of hiring newcomers to be presented to business leaders as a result of this knowledge translation project. Challenges on how best to format social justice based knowledge to fit a target audience's own desires and reduce incongruences will be discussed.

> Post-Structuralist Ethnography, Education and Black-Canadian Youth: Challenges and Opportunities Rashelle Litchmore, University of Guelph

The academic achievement gap for Black Canadian students has been of concern to academics and educators for decades (Dei, 2006; James &

Braithwaite, 1996). Here, it has been found that young people who self-identify, or who are categorized as Black in Canadian, and specifically, Toronto schools, lag behind in graduation rates, standardized test scores, and continue to be suspended at disproportionately higher rates than their peers from other ethno-racial groups (TDSB, 2013). Despite research and interventions to address these challenges, current statistics show that academic trajectories for these students continue to be worse than their peers from most other ethno-racial groups. Using an ethnographic method within a post-structuralist theoretical framework, the present study investigated a single school environment and the discourses that shape student identity and experiences. Findings demonstrate that educators negotiate multiple and competing discourses related to the diverse student populations, as well as student discipline, while attempting to provide inclusive learning environments for their students. Additionally, student identities are diverse, multiple, and fluid, which calls into question attempts at straightforward integration of such identities and cultures into education curricula. One goal of this project was to provide recommendations for the school on how to improve inclusive practices for these young people. However translating complex findings into straightforward recommendations has been a key challenge. The proposed discussion will explore strategies for bridging the gap between researcher understandings of the school environment and research topic, and stakeholder expectations. Specific areas of concern may include the management of findings that are critical of institutional practice, generalizability, and strategies for implementing change within institutional constraints.

Session Organizer:
  Sadie Goddard-Durant, University of Guelph
Discussant:
  Sara Crann, University of Guelph

156. We're in this together: A critical dialogue around uncovering and understanding youth participatory action research processes in health interventions
   SCRA
   Roundtable Discussion
10:30 to 11:45 am
Social Sciences Building: FSS 4006
Funding organizations have called for health improvement efforts to include participant voice as a way to make interventions culturally relevant (Resnick, 2007). Specifically for the field of obesity prevention, the call for inclusion may also be a reaction to meta-analyses of community and school based studies showing small effects (Kropski, Keckley, & Jensen, 2008) and little sustainability of health behavior change. Youth participatory action research is one method that may fill this inclusion gap in obesity prevention research. As participatory approaches continue to be used in intervention research with youth, it will be necessary to clearly describe, document, and evaluate the core components, based on theory, that lead to positive outcomes, as this is currently a gap in the literature. It will also be fruitful to have discussions surrounding what "participatory" means within an intervention with a typically researcher driven agenda. To this end, during the roundtable, the authors will share core components of participatory research identified via a comprehensive review of the literature. They will lead a discussion around the realities of participatory approaches in health interventions, strengths and gaps in the participatory principles from a developmental perspective, and strategies for effective implementation and documentation of participatory principles in youth intervention research. The authors

will share their measurement tools used in a feasibility study to observe, document, and evaluate the core components of youth participatory action research during physical activity interventions in after school programs as part of the Connect Through Play project (PI: Nicole Zarrett). For example, an observational tool developed by Ozer and Douglas (2015) was modified to evaluate participatory processes. Transparency throughout the research process can help determine the feasibility and effectiveness of including participatory components in youth health focused interventions and can shape future efforts.

Session Organizers:
Michelle Abraczinskas, University of South Carolina-Columbia
Nicole Zarrett, University of South Carolina
Jessica Dandan, University of South Carolina

Discussants:
Michelle Abraczinskas, University of South Carolina-Columbia
Brittany S. Cook, University of South Carolina
Jessica Dandan, University of South Carolina
Nicole Zarrett, University of South Carolina

157. Cyber Spaces: A Discussion of LGBTQ People's Experiences Online
SCRA
Symposium
10:30 to 11:45 am
Social Sciences Building: FSS 4014

The Internet has long been a space for connecting people and accessing information, which recent research indicates continues to often be true for lesbian, gay, bisexual, trans, and queer (LGBTQ) communities. This symposium is a collection of papers addressing LGBTQ experiences, community building and knowledge sharing, identity development and management, and information seeking related to identity, community, and health in online spaces. The first paper details a video analysis project in which the author investigates how trans communities use vlogs (serial video blogs) to create a complex knowledge sharing system on topics related to identity processes, education and access to health services. The second paper outlines a mixed-methods survey and interview project where authors assess how young LGBTQ people use social media, specifically Facebook, in relation to identity management and social network development, as well as in how experiences of cyberbullying relate to their mental health. The third paper discusses a community-based focus group project in which authors explore how young sexual minority women use the Internet and other digital media for sexual health information seeking, with specific attention paid to how young sexual minority women evaluate the quality and usefulness of information they find online. In each presentation, the authors will discuss how these research findings can inform community-based and participatory research and applied work with LGBTQ communities. The audience will be asked to participate in these discussions.

Participants:
"I vlog…to get out of my head and into yours": Transgender Knowledge Sharing on YouTube Chana Etengoff, Barnard College-Columbia University

Inquiries into online avenues for transgender agency and development are particularly important considering the high rates of gender based victimization and the limited mental health resources available to the transgender community (Bockting et al., 2013). Research suggests that online communication networks can serve as an important cultural tool for LGBTQ development and empowerment (Etengoff & Daiute, 2014;

Gauthier & Chaudolr, 2004; van Uden-Kraan et al., 2008). Building on research indicating that transgender resilience is both an individual and community construct (Sing, Hays & Watson, 2011), this paper utilizes the frameworks of knowledge sharing and transformative agency to analyze 21 transgender individuals' interactive online communications on YouTube, otherwise known as transvlogs (N transvlog episodes=1,013, M=48, Sd=44). Vlogs are user-created, serial video blogs that longitudinally document a story or experience within a publically interactive forum. Drawing on queer sociocultural theory's emphasis on identity as a fluid enactment of individual variation, transvlogs are approached as living narratives, documenting and contributing to ongoing individual and community identity development. Sociocultural narrative analysis focuses on how this activist-oriented network serves as a knowledge sharing avenue by facilitating personal contact between those engaged in mediating a collective struggle (e.g., "I vlog…to get out of my head and into yours. It's about helping one another and connecting..."; Kwan, 2006; O'Connor, 1997). Analyses indicate that transvloggers have created a complex collective knowledge system by sharing information on a broad range of educational topics such as technical process information (e.g., hormone therapy/administration, physician, surgeon and therapist referrals, insurance coverage, organizational resources/websites, transitioning costs), DIY/self-help guides (e.g., makeup, voice change tutorials, binding, fashion advice), as well as navigating transphobia and discrimination (e.g., "passing"/visibility debates, public education, advocacy, gender pronoun introductions, coming out, diversity within the transcommunity). The presentation will conclude with a discussion of applied community and participatory action research implications.

"Everybody puts their whole life on Facebook": Identity management and the online social networks of LGBTQ youth Elizabeth Mcconnell, DePaul University; Aaron K. Korpak, DePaul University; Antonia Clifford, Northwestern University; Michelle Birkett, Northwestern University

Given the burgeoning popularity of social networking sites in the past decade (Perrin, 2015), sites like Facebook are becoming important contexts for social science research (Drushel, 2010) and community psychology (Kornbluh, Neal, & Ozer, 2016). This is particularly true for research with LGBTQ youth, who may use online social networks to buffer offline support and access LGBTQ-specific resources and community (DeHaan, Kuper, Magee, Bigelow, & Mustanski, 2013; GLSEN, CiPHR, & CCRC, 2013) and who face unique challenges negotiating outness and managing their identities with respect to the multiple social groups who may comprise their Facebook networks (Cooper & Dzara, 2010; Duguay, 2016; Fox & Warber, 2015; Legate, Ryan, & Weinstein, 2012). In this mixed-methods study, we utilize survey, network, and qualitative data to examine the experiences of LGBT youth on Facebook. Participants were a community sample of 204 youth aged 19 to 28 who currently or formerly lived in the Chicago area and self-identify as LGBTQ or same-sex attracted. Participants completed survey measures, responded to open-ended questions, and completed a social network interview using NameGenWeb, an Application Programming Interface (API) that visualized their Facebook networks and network subgroups. We examine how participants utilize social media; who participants tended to friend on Facebook; how participants negotiated their online identities and outness to various subgroups; and how online and in-person experiences of cyberbullying and support are associated with mental health. We also visualize participants Facebook networks to illustrate patterns in their online social contexts. Findings illustrate how LGBTQ youth

express agency and create community using social media platforms and underscore the importance of examining online social contexts to better understand health and wellbeing among LGBTQ youth. Implications for theory, research, and applied work with LGBTQ youth will be discussed.

> How Young Queer Women Find and Evaluate Sexual Health Information Online Corey Flanders, Mount Holyoke College; Cheryl Dobinson, Planned Parenthood Toronto; Carmen Logie, Factor Inwentash Faculty of Social Work, University of Toronto

Young sexual minority people have been found to access sexual health information online in larger proportions than do their heterosexual peers. However, little research has focused on the sexual health information seeking experiences of young sexual minority women specifically. To address this gap, we conducted a community-based focus group project in partnership with Planned Parenthood Toronto, academic researchers, and an advisory committee of young sexual minority women. The purpose of the project was to explore how, when, and why young sexual minority women engage in sexual health information seeking online, what their experiences were like, and what were their suggestions for change to improve online sexual health information access relevant to young sexual minority women's needs. A total of 18 individuals age 18-28 participated in one of three 1.5-hour focus groups, which were recorded and transcribed verbatim. The research team analyzed the data from a constructivist grounded theory approach. One of the identified themes from this exploratory work detailed how young sexual minority women found sexual health information, and the processes of evaluation they used to assess that information. In order to assess the quality of the information, participants valued inclusive language, evidence based statements (whether from research or from lived experience), living documents (meaning there was evidence the document was being continuously updated or corrected), interactive spaces for community contributions, active links to a diverse number of sources, and material that was for and by queer people, among other factors. Participants reported extensive, multi-step evaluation processes, and noted that it requires of them a higher level of information literacy to access sexual health information than is likely the case for heterosexual people. Findings overall can inform sexual health service providers, educators, and online product developers on the specific information needs of young sexual minority women.

> Session Organizer:
> > Corey Flanders, Mount Holyoke College
> Moderator:
> > Corey Flanders, Mount Holyoke College
> Discussant:
> > Kinnon MacKinnon, Dalla Lana School of Public Health, University of Toronto

158. The need for women of color to have mentors in graduate school programs
SCRA
Roundtable Discussion
10:30 to 11:45 am
Social Sciences Building: FSS 5028

Women of color often find themselves challenged and alienated when starting a graduate program. Mentors are a vital component for the success of graduate students and early career professionals. Mentors are experienced individuals who provide advice and support to a mentee to help further his or her career. A mentor should be sensitive to the needs of their mentees, provide suitable advice for a professional career, and facilitate meaningful reflection during the mentees graduate coursework. This relationship evolves over time addressing the needs of both mentor and mentee. Studies have shown that women of color lack mentors in the academic setting. If more women of color had mentors this would help stimulate their personal and professional growth, introduce them to professional networks, and enhance their knowledge and skills of their specific field. The purpose of this roundtable will be to increase awareness of the issues women of color graduate students encounter without a mentor, discuss barriers to mentorship, discuss practical strategies on an intrapersonal level, and define the needs and expectations of a mentor for women of color. Some questions that will be proposed to the discussants include the following: 1) What are the career and psychosocial benefits for women of color having mentors; 2) What additional barriers can be found that affect the formation of mentor and mentee relationships among women of color; and 3) How does not having a mentor impact a woman of color graduate student?

> Session Organizer:
> > Dayna Alexander, UNC Chapel Hill
> Discussant:
> > Marvia Jones, Center for Disease Control and Prevention

159. Conceptualizing and Implementing Evidence-Based Practices in Human Service Agencies: International Perspectives
SCRA
Symposium
10:30 to 11:45 am
Social Sciences Building: FSS 8003

In US and Europe Evidence-Based Practices (EBPs) and other forms of 'promising practices' are garnering increasing attention. Among the challenging issues are how best to conceptualize these practices, how to research their effectiveness, and the opportunities and challenges that exist in the gaps between research and practice. While the promise of EBPs suggests decided advantages, namely interventions have been pre-tested and evaluated, the adoption of new practices without a period of "ironing out the kinks" can become problematic. Research-to-practice gaps are showing up as part of the kinks. Some funders are requiring grantees to use EBPs regardless of their extent of compatibility with the ecological environment or the at-risk, ethnic or diverse cultural populations. Finally, EBPs are predominantly drawn from the knowledge of professionals and not service users, consumers, users and clients themselves. This symposia features 3 presentations: (1) An analysis of EBPs in human services in Europe, arguing that they are conceptualized in such a way as to prioritize the client's values while ignoring his or her experiential knowledge of an illness or condition (Magnus Karlsson); (2) Research-to-practice gaps in using EBPs and developing promising practices in a peer-run mental health self-help center in the US (Ruth Hollman); and (3) The challenges and opportunities in drawing upon the 'expertise-by-experience' of self-help/mutual aid groups to inform EBP and promising practices in the pursuit of effective patient-centered care (Tehseen Noorani and Thomasina Borkman). Each presenter and the discussant will have 10 minutes (40 minutes) followed by directed audience discussion and participation for 30 minutes (of 75 minute session).

> Participants:
> > Clients as Experiential Experts in Evidence-Based Practice in Europe Magnus Karlsson, Ersta Skondal University College

Evidence-based practice in human services is said to be founded on

1) research evidence, 2) clinical expertise and 3) the client's/patient's preferences. This presentation focuses on the client component, arguing that it is not only a container for vaguely defined personal values, but for a certain kind of experiential knowledge that might be shared by and expressed between clients and professionals. Experiential knowledge is here seen as gained from a personal or mutual reflexive process of personal experiences from a certain problem (Borkman 1999). Such knowledge can be developed by a single individual, but more often through mutual reflexions in a self-help/mutual aid group/organization. By employing the concept of experiential knowledge we try to show that not only professionals but also clients bring crucial knowledge to the table when it comes to decision-making in human services. Our decision making model proposed have many similarities with so-called shared decision-making (Charles, Gafni and Whelan 1997) that is rapidly gaining ground in health care. However, the proposed model put emphasis not only on the decision making process, but also on experiential knowledge as a valuable, stand-alone resource that affects client participation, intervention adherence and outcomes when developing an evidence-based practice. Borkman, T. (1999). Understanding self-help/mutual aid: Experiential learning in the commons. New Brunswick: Rutgers University Press. Charles, C., Gafni, A., & Whelan, T. (1997). Shared decision-making in the medical encounter: What does it mean? (or it takes at least two to tango). Social Science & Medicine, 44(5), 681-692.

> Research-to-practice Issues in Implementing Evidence-Based Practices in Community Mental Health Ruth Hollman, SHARE! the Self-Help And Recovery Exchange

Many issues are emerging as practitioners and government programs shift to using evidence-based practices (EBP) and promising practices that come from the experiential knowledge of communities, practitioners, and the people being served. This presentation details a number of research-to-practice issues faced by the Los Angeles County Department of Mental Health (LACDMH) and SHARE! the Self-Help And Recovery Exchange, a peer-run program in Los Angeles. The presenter, who received the 2016 SCRA Award for Distinguished Contributions to Practice in Community Psychology, is a member of the California state-mandated community planning board for LACDMH that is required to implement EBP in practice. She is the Founder/ Executive Director of SHARE! an organization that emphasizes applying research in practice. The presentation will discuss and give examples of the following issues: 1. A new cottage industry of creating EBP and then packaging them for sale is driving up costs, creating a barrier to implementing EBP and/or reducing services available to people. 2. Oxford House is an EBP for substance abusers; can others adapt it for mental health or in other ways and still call it an EBP for funding agencies who require EBP? 3. Practitioners in community settings often use more than one EBP at a time, but fidelity to one EBP can interfere with fidelity to another. 4. Most EBP are developed by and for the advantaged world and their populations. Practitioners innovate changes to EBP to better address cultural and ethnic groups. Is that the same EBP or does it require new studies? 5. The resources needed by non-academics to validate innovative community programs can be barriers themselves to better practice. Are EBP just a way of monopolizing who controls and disseminates knowledge?

> Why is the Expertise-By-Experience Formed within Mutual Aid Groups Missing from the Conceptualization of Evidence-Based-Practices: A Challenge and Some Solutions Tehseen Noorani, New York University; Thomasina Borkman, George Mason University

Most Evidence-Based Practice (EBP) is limited to drawing on professional knowledges to improve patient, client and user care in the space of the clinical encounter. Despite fact some EBPs require therapist-lay/client alliances (Pickard et al. 2016), in general the celebrated turn to patient-centered care has struggled to incorporate plural knowledges in meaningful and systematic ways. While the past decades have seen many lay people in self-help/mutual aid groups become experts-by-experience (Noorani 2013), authorities and policy makers seem to ignore the potential contributions this expertise can offer EBP research testing. We consider one key reason why expertise-by-experience is difficult to incorporate into EBP – that it is difficult to evaluate outside of self-help/mutual aid communities. We draw on multiple case studies from the UK and the US to frame self-help/mutual aid groups as experimental spaces that generate narrative-based knowledge bases that individual experts-by-experience are able to draw upon in the space of the clinical encounter. We show how self-help/mutual aid groups can develop innovative ways of recognizing and measuring the expertise-by-experience of group attendees. We then offer a framework for how to draw these measures into EBP research testing, in order to challenge the dominance of EBP by professional knowledges. Additionally, we suggest the use of complementary measures of professional ignorance which can highlight clinical encounters where expertise-by-experience should be given additional weight. _____ Noorani, T. 2013. Service user involvement, authority and the 'expert-by-experience' in mental health. Journal of Political Power, 6:1, 49-68. Pickard, K. E., Kilgore, A N., and Ingersoll, B.R. 2016 Using community partnerships to better understand the barriers to using an evidence-based, parent-mediated intervention for autism spectrum disorders. AJCP 57:391-403.

Session Organizer:
> Thomasina Borkman, George Mason University

160. Improved Housing Conditions, Housing Stability and Housing Policies: Transforming the Lives of Vulnerable Populations
SCRA
Symposium
10:30 to 11:45 am
Fauteux Hall (FTX): FTX 147

Safe, adequate housing is key to the physical, mental and social-economic well-being of individuals and families. Without sufficient housing, a myriad of negative outcomes are likely to occur. For example, health inequities such as infectious diseases, domestic accidents, or poor sanitation and nutrition due to a lack of running water and electricity are consequences of poor housing conditions (Lopez, Miranda, Garcia-Ramirez, & Ballesta, 2016). Further, a lack of affordable housing is the primary cause of homelessness in families (National Alliance to End Homelessness, 2016). Homelessness is particularly harsh on children, interrupting educational development and contributing to mental and physical health disorders. Lastly, it is imperative that housing policies be enacted and implemented that meet the needs of those struggling to effectively manage and/or recover from mental illness. This symposium will highlight the work of scholars in Chicago, Illinois' south suburbs, Seville, Spain and London. Presentations will focus on advocacy efforts in Seville to mobilize Roma neighbors (the largest Spanish ethnic minority group) to contend against poor housing conditions impacting mental and physical health, the establishment of a center (Southland Center for Children and Families) to address the need for housing stability for families at-risk of homelessness, or homeless, and who are involved with the state child welfare system, or at-risk of involvement, and a literature review outlining housing policy initiatives, including urban renewal efforts, and their impact on mental health. This symposium is particularly beneficial for

students, professors, community psychologists and practitioners interested in the intersection of housing and societal well-being.

Participants:

Housing and Wellbeing: Advocating for Improved Housing Conditions by Local Roma Neighbors Irene De La Morena Lopez, Universidad de Sevilla; Daniela Miranda, CESPYD; Manuel Garcia-ramirez, Universidad de Sevilla; Marta Escobar-Ballesta, Universidad de Sevilla

This contribution synthesizes the work done to mobilize Roma neighbors in dignifying their housing conditions and struggle against the unhealthy surroundings in a disenfranchised neighborhood in Seville, Spain. Roma are the largest Spanish ethnic minority and have an extensive history of discrimination. Health inequities such as infectious diseases, domestic accidents, or poor sanitation and nutrition due to lack of running water and electricity are a consequence of poor housing conditions as a key expression of this systemic marginalization. Commitment and active participation of the Roma are main assets to overcome these inequities. Hence, we propose a multi-level advocacy initiative to provoke transformative changes within the multiple settings of a disenfranchised community context. This process consists of building capacity and empowerment among a group of Roma neighbors and community based organizations and public institutions towards dignifying local Roma housing. This will result in the transformation of at-risk local neighbors into agents of change, moving from a sense of helpless to empowerment. Through a PhotoVoice initiative Roma neighbors built critical thinking regarding the connection between health problems and unhealthy structural and environmental conditions. Together with the rest of stakeholders, a shared understanding was raised in a in a safe and symmetrical environmental on the actions to address Roma housing inequities.

The Impact of Housing Improvement Interventions on Mental Health: A Review of the UK Literature Niina Browne, University College London

Background: Community interventions targeted at improving living conditions can improve physical health, but less is known about their impact on mental health. The present paper reviews the evidence on the effect of housing improvement policy initiatives on mental health, focusing on UK-based studies. Method: A systematic literature search was used to identify studies of UK housing improvement interventions (2005 2015) that measured mental health outcomes. Their methodological quality was assessed using the Effective Public Health Practice Project Quality Assessment Tool (EPHPP). Results: Of the nine studies that met inclusion criteria, two reported findings from housing improvement interventions, five from area-based regeneration initiatives and two from warmth and energy initiatives. One used a randomized controlled design, six used non-randomized controlled designs and two were uncontrolled studies. Overall, study quality was good, although all studies were limited by constraints imposed by large-scale social interventions. Only two of the nine studies reported significant improvements in mental health, six found no change, and one found an increase in stress associated with the intervention. Conclusions: There is some preliminary evidence that housing improvements have the potential to improve mental health; on the other hand they may also increase stress due to the disruption caused by building work. Increasing warmth in the home and reducing fuel poverty may also improve mental health, but more rigorous studies are required. Further research is needed to establish the types of interventions that are most effective, the characteristics of people who find them beneficial, and whether the findings of this review generalize to other countries.

Family Homelessness and Child Welfare Involvement: Housing Stability is Key to Positive Outcomes Geraldine L Palmer, Adler University

Introduction Homelessness and housing instability put children at risk of entering the child welfare system because of their family's inability to provide adequate housing for them. Moreover, homelessness puts children at-risk of unhealthy outcomes. These outcomes can result in chronic and acute health issues, emotional and behavioral problems and even development delays (Torrico, 2009). Further, children involved with family homelessness are also more likely to experience periods of significant educational interruption. In many cases, simply meeting the housing need (e.g. supportive subsidized housing or utility assistance, security deposits, or family case management) can help prevent the need for foster care placement and in some case termination of parental rights. Method The Southland Center for Children and Families was established to address the intersection of family homelessness and the child welfare system. The Center opened with seed funding from the Cook County Department of Planning and Economic Development to hire a dedicated case manager to oversee the start-up operations and provide case management. The Center is located in Chicago Heights, IL and is a program of South Suburban PADS. Results During its first year, 10 families experiencing homelessness were served for a total of 35 people, (10 adults and 25 children). Five families were involved with the state child welfare agency, and the other 5 were at-risk of involvement as a result of being homeless. After 30 days of housing stability, one mother was able to resume visitations with her children and 2 completed return home goals. Conclusion With such small data and results, it was too early to determine conclusively that addressing family homelessness with housing stability resulted in long-term avoidance or completion of child welfare involvement. However, the Center's usefulness seemed promising. More results will likely be available during the time of the conference.

Session Organizer:

Geraldine L Palmer, Adler University

161. Convince! A fishbowl discussion of concrete strategies to influence policy and policymakers
SCRA
«The Innovative Other»
10:30 to 11:45 am
Vanier Hall: VNR 1075

Community psychologists have long argued for the importance of becoming involved in policy as a way to achieve large-scale, sustainable social change. Yet relatively few of us receive training in advocacy or the policymaking process. This innovative session will expand on the morning's training session on policy advocacy. Audience members will have to opportunity to contribute to a fishbowl discussion with three policy advocates about concrete strategies that they have used to influence policy and policymakers. The discussion will focus on practical tools, resources and strategies that panelists and audience members have found successful. François Lagarde will discuss current efforts in Québec to influence public opinion and policy around early childhood issues and innovative applications of social marketing strategies to policy advocacy. Eric Macnaughton will speak about the influence that At Home/Chez Soi (AHCS) initiative has had on national homelessness policy in Canada. Tom Wolff will talk about efforts to influence decision makers and funders to go beyond the collective impact model to pursue equity and social justice in sustainable ways Two

chairs will be left open in the center circle for a rotating series of audience members to join the discussion by asking questions or sharing their own successes, and audience members will also be able submit their questions via an online poll. Questions to start the discussion will include: What is the most successful policy advocacy experience that you have participated in, and what factors might explain that success? What are the most useful tools and strategies that you use in your work? What are the most useful theories or experiences that helped you understand the policy making process? What roles can and should we occupy, as researchers, advocates or both? The fishbowl format provides a combination of the best of a panel discussion and a town meeting. Chairs for audience members are arranged in a large circle around a center circle of chairs for the panelists. The center circle includes two empty chairs that are open to audience members who wish to ask a question, join the discussion, or share resources of their own.

Presenters:
François Lagarde, Lucie and André Chagnon Foundation
Eric Macnaughton, Wilfrid Laurier University
Thomas Wolff, Tom Wolff & Associates
Session Organizer:
Liesette Brunson, Université du Québec à Montréal
Moderator:
Liesette Brunson, Université du Québec à Montréal

162. The transformative role of community participation and housing in promoting inclusion of individuals with psychiatric disabilities
SCRA
Symposium
10:30 to 11:45 am
Vanier Hall: VNR 1095

Community integration refers to the notion that individuals with disabilities have a fundamental right to live, work, engage with others, and enjoy recreational activities in the same manner as peers without disabilities (Wong & Solomon, 2002). In the 21st century, the ideal of individuals with psychiatric disabilities enjoying equal opportunities to live and participate in their communities remains an unrealized goal. Unaffordable housing, limited opportunities for employment, transportation barriers, and pervasive mental health stigma severely limit the community involvement of individuals with disabilities (Townley, 2015). Community integration research has emerged as a high priority among mental health advocates, policy makers, and researchers working to remove barriers and uncover ways to encourage inclusion of individuals with psychiatric disabilities. Very much in line with the conference theme, community integration research aims to enact transformative change by increasing opportunities for individuals with psychiatric disabilities to move from being clients of mental health services to becoming citizens who are engaged in all facets of community life. This symposium will begin with a brief overview of community integration research conducted by community psychologists. We will then present three separate but related projects from our program of community integration research. The first study examines sense of community as a mediator of the relationship between community participation and recovery for individuals with psychiatric disabilities. The second study employs innovative geospatial techniques to examine the impact of resource availability and accessibility on community participation. The third study examines neighborhood attitudes about residential programs for individuals with psychiatric disabilities and provides suggestions for reducing stigma and increasing linkages between residents of supportive housing sites and

members of the broader community. This symposium will be interactive, providing space for attendees to discuss their own work and ways that we can promote full inclusion and well-being among members of marginalized groups.

Participants:
The influence of sense of community on the relationship between community participation and recovery for individuals with psychiatric disabilities Rachel Terry, Portland State University; Greg Townley, Portland State University; Eugene Brusilovskiy; Mark S Salzer, Temple University

The Community Mental Health Act of 1963 launched the deinstitutionalization movement, whereby individuals with psychiatric disabilities were released from psychiatric hospitals to receive mental health care in the community (Carling, 1995). As a result, the majority of individuals with psychiatric disabilities now reside within community settings (Townley & Kloos, 2009). However, these actions have not necessarily integrated these individuals into all aspects of community life (Dewees, Pulice, & McCormick, 1996). Rather than integrating people into their communities, mental health policies have typically placed people into community settings without providing them with the proper supports to achieve independence in housing, activities, and relationships. This is unfortunate because people with psychiatric disabilities frequently report that community integration is not only important to them, but that it also aids in reducing symptoms and promoting recovery (Townley, 2015). Although past research suggests that receiving mental health care in community settings has a positive impact on recovery, the influence between other community factors, such as sense of community and community participation, has yet to be fully explored (Segal, Silverman, & Temkin, 2010). Furthermore, there is lack of understanding as to how these community factors influence other aspects of recovery such as general mental and physical health. The goal of the current study is to better understand the association between community participation and recovery by investigating sense of community as a potential mediating factor between community participation, psychological distress, mental health, and physical health. Data were collected from 300 adults with psychiatric disabilities living throughout the United States. Data will be analyzed using path analysis-based mediation analyses with Hayes' PROCESS macro. Results are forthcoming, but anticipated implications include contributing to the current knowledge base about the role of community factors in recovery and informing future interventions aimed at promoting community integration of adults with psychiatric disabilities.

Using geospatial research methods to examine the impact of resource availability and accessibility on community participation of individuals with psychiatric disabilities Greg Townley, Portland State University; Eugene Brusilovskiy; Gretchen S Snethen, Temple University; Mark S Salzer, Temple University

Researchers have begun to employ Geographic Information Systems (GIS) and related technologies to assess physical and social dimensions of environments that may impact community participation of individuals with psychiatric disabilities, including proximity to resources and neighborhood demographics (e.g., Brusilovskiy & Salzer, 2012; Metraux et al., 2012). Previous studies utilizing geospatial research methods have occurred in limited settings—primarily urban locations where the concentration of community resources is dense and may not reflect experiences in rural settings. This study examines whether participation in an activity (e.g., going to a library) is associated with geographic accessibility and availability of the activity location (e.g., a library). Participants were 300

Conference Program

adults with psychiatric disabilities living throughout the US (average age = 46). We asked participants how often they participated in 22 different activities in the past 30 days. A directory of community resource locations (e.g., supermarkets, restaurants) was obtained from Dun & Bradstreet. For every type of resource, we calculated: 1) the distance to the nearest location from each participant's geocoded address (accessibility), and 2) the number of resources within a half-mile radius of each participant's address (availability). Initial findings show that there were no significant associations between participation in an activity and the geographic availability and accessibility of the corresponding resource. However, it may be that distance to and concentration of resources are not sufficient in understanding participation rates. We must also consider how easily individuals can move about their communities to access resources. Examining data from www.walkscore.com and participants' reports of transportation access, we observed significant associations between mobility and participation. These findings will be discussed alongside other factors that may impact participation, including symptom distress and financial barriers. We will also discuss recommendations for using geospatial research methods when examining community inclusion and well-being of other vulnerable groups.

The Impact of proximity to supportive housing on mental illness attitudes Amy Shearer, Portland State University; Greg Townley, Portland State University

Stable, supportive housing has the potential to facilitate recovery from mental health challenges and can provide a bridge to community inclusion. Historically, communities have voiced opposition to the development of residential programs for adults with psychiatric disabilities due to the Not in my Backyard (NIMBY) attitude and concerns that housing programs will reduce home values and quality of neighborhood life (Arens, 1993; Hogan, 1986). In order to examine whether this trend continues in contemporary society, the present study investigates the impact of living in close proximity to supportive housing sites on the mental illness attitudes of neighbors in the surrounding community. A total of 140 residents living in six neighborhoods in Portland, Oregon were surveyed. Neighborhoods were selected as consisting of a 0.5-mile by 0.5-mile quadrant surrounding a supportive housing site for individuals with psychiatric disabilities. Survey items measured beliefs related to government provision of housing, whether residents would welcome a housing site in their neighborhood, and awareness of nearby supportive housing sites. Mental illness stigma was measured using a shortened form of the Community Attitudes towards Mental Illness (CAMI; Cohen & Struening, 1961). Additional items assessed perceptions of safety, neighborhood quality, and neighborhood social climate (Kloos & Shah, 2012). Follow-up qualitative interviews were conducted with a subsample of individuals who reported awareness of a supportive housing site in their neighborhood. Qualitative data illuminates the quality and content of neighbors' interactions with housing site residents, as well as concerns and perceived advantages of living near the site. Quantitative analyses will explore whether mental illness stigma attitudes differed according to knowledge of or proximity to the housing site, assessed using GIS software. Implications for improving inclusive attitudes about supportive housing sites will be discussed, as well as suggestions for new housing programs and future directions for research in this area.

Session Organizer:
Greg Townley, Portland State University

Discussant:
Tim Aubry, Universtiy of Ottawa

163. Integrating peer-researchers in community psychology research: Challenges, strategies and lessons learned
SCRA
Symposium
10:30 to 11:45 am
Vanier Hall: VNR 2075

Participatory research is essential in community psychology because of its will to work with vulnerable population and address their issues (Nelson & Prilleltensky, 2010). Community psychology in North America has a tradition of being "concerned with understanding the conditions under which people participate, and do so effectively, in local action" (Orford, 2008, p.345) and in research (Nelson & Prilleltensky, 2010). CP and related disciplines have provided different concepts to analyze the participation of target populations in research: the level of participation (Arnstein, 1969; Caslile & Kagan, 2004), the notions of power and empowerment (Nelson, Kloos & Ornelas, 2014), stakeholders identification and engagement (Bryson & Patton, 2011), and the processes and conditions that facilitate or restrain participation (Orford, 2008). We believe that participatory research approaches can be a mean to empower individuals and collectivities. Nevertheless, different pitfalls must be acknowledged (such as tokenism) and conditions must be put in place to foster genuine participation. In this symposium, we take a critical stance at our efforts to integrate peer-researchers in two major research projects. In the opening presentation, a guest presenter will draw on a systematic analysis of peer-research in community-based participatory research in Toronto. Models of practice, issues related to management, support, and supervision, as well as ethical issues will be identified. The next two communications will be made by a PhD candidate and peer-researcher duo. The first study looked at the determinants of well-being in six social housing developments in Quebec. The second included service-users in the evaluation of mental health programs. Each presentation will review the explicit role of peer-researchers, conditions put in place to facilitate their participation and challenges encountered. The closing presentation will address the benefits of peer-researcher inclusion, the lessons learned in these projects and raise unanswered questions.

Participants:

Peer-research in social housing: Lessons learned from a multi-site Photovoice study Stephanie Radziszewski, Université du Québec à Montréal; Janie Houle, Université du Québec à Montréal

The home environment is an intrinsic factor of health and well-being (Shaw, 2004). This relationship is especially pronounced for locally dependent underprivileged groups (Horelli, 2006), such as public housing tenants. Despite the hardships they face (e.g. stigma and social exclusion), studies underline the possibility of experiencing well-being and collective sense of community in the public housing context (e.g. Manzo, 2014; Tester & Wingfield, 2013). The research program aimed to develop a comprehensive understanding of the relation between environment and well-being in the public housing context, while involving tenants in the improvement of their environment. The first research stage was a Photovoice process (Wang & Burris, 1997), where tenants of six social housing developments took pictures of their environment, discussed them in group sessions, and contributed to the thematic analysis. The active collaboration of these tenants in every step of the study designated them as peer-researchers (Guta et al., 2013). A cross-case analysis (Stake, 2006; Yin, 2010) was performed to identify the main barriers and facilitators to social housing tenants' participation. The preliminary results from this analysis suggest that challenges to tenant participation are encountered at every ecosystemic

level (Bronfenbrenner, 1979). In the social housing microsystem, for example, the tenants reported negative anterior participation experiences that influenced their current level of motivation. On the other hand, key facilitators were highlighted concerning recruitment strategies, facilitating techniques, and relations with stakeholders. The study's preliminary results show that the optimal conditions to promote social housing tenants' participation in collaborative actions are complex and context-bound. However, we argue that a better understanding of these conditions can increase the success of community development initiatives in social housing developments.

> Peer-research implication in a mental health program evaluation Francois Lauzier-Jobin, UQAM; Julie Bordeleau, Université du rétablissement / PIRAP / Centre intégré universitaire de santé et de services sociaux de l'Est-de-l'Île-de-Montréal; Jean-François Pelletier, Université de Montréal; Janie Houle, Université du Québec à Montréal

Traditionally, service users have been cast in a passive role in program evaluation and in mental health research (Wallcraft & Nettle, 2009; Jones, Harrison, Aguiar & Munro, 2014) rather than active agents of change. This perception of passivity is best understood as a historical legacy, however, rather than as a necessary state of affairs (Davidson, Ridway, O Connell, & Kirk, 2014, p.91). In the last decades, different movements have challenge this view, such as the recovery movement and peer-helper initiatives. The project presented here attempts to fall in continuity with these movements. Following a request from the National Center for Excellence in Mental Health (Centre national d excellence en santé mentale), our research team put in place a participatory program evaluation based on the merging of experiential, professional and academic knowledge. A key to the success of this enterprise was the genuine inclusion of peer-researchers. From the early stage, two senior peer-researchers were consulted and integrated in the research team. Furthermore, twelve peer-researchers were recruited, trained and accompanied to be part of local teams who designed the program theories and oriented the data collection and interpretation. In this presentation, we will look at the challenges that were encountered in our quest to create favourable environments to promote genuine participation: how should we recruit and select potential participants; what should be the content of the training; what kind of supervision should we offer; what conditions should be put in place at the end of the project. The solutions implemented and their efficacy will be discussed. Then, we will reflect on the level of participation that was achieved in the project, based on an adaptation of the ladder of citizen participation (Arnstein, 1969; Sweeney & Morgan, 2009). Finally, we will present the preliminary results from this knowledge merging.

> Future directions Janie Houle, Université du Québec à Montréal; Simon Coulombe, Wilfrid Laurier University

In the final presentation, we take a step back to reflect critically at the levels of participation that occurred in the previously presented studies. To explicit our analysis, we will situate the phases of our last projects on an adaptation of Arnstein's ladder of citizen participation adapted by Sweeney & Morgan (2009) and Hanley and colleagues (2004). This reflection led us to return to the original meaning of fundamental concepts of community psychology, such as participation or empowerment (Jones, Harrison, Aguiar & Munro, 2014). Also, a key to our approach is to recognize the knowledge and the expertise of the different groups of stakeholders, including ourselves. To establish a true collaborative approach, it is paramount to recognize the diversity of types of knowledge (academic, professional and experiential),

their complementarity and the benefits of their merging. We will then put forward the lessons that can be learned by our continuous efforts toward participatory research models. For example, a first essential lesson concerns the manner in which we approach different types of potential partners: different stakeholders necessitate different strategies, rationales, and attitudes. All these reflections have pushed us as a research team to take a stance: a minimum level of participation will be mandatory for all our future projects, including doctoral candidates' projects. Unanswered and partly answered questions will be raised. For instance, should the peer-researcher be representative of their community or should we select the ones who fit in our (academic) worldview? What is our responsibility at the end of a project toward the peer-researchers? These questions and issues will serve as a transition to a period of discussion with the audience.

Presenters:
> Francois Lauzier-Jobin, UQAM
> Janie Houle, Université du Québec à Montréal
> Simon Coulombe, Wilfrid Laurier University
> Stephanie Radziszewski, Université du Québec à Montréal

Session Organizer:
> Francois Lauzier-Jobin, UQAM

164. Minimizing Risk and Maximizing Health for Vulnerable Youth of Color: Using Global Mental Health and Community-Based Approaches
Global Alliance for Behavioral Health and Social Justice
Symposium
10:30 to 11:45 am
Vanier Hall: VNR 2095

Poor mental health accounts for a large proportion of the disease burden in youth from all societies. The effectiveness of some interventions for some mental disorders for youth have been established, although more research is urgently needed to improve the range of affordable and feasible interventions, since most mental-health needs in young people are unmet, even in high-income countries (Patel et al., 2007). Addressing these unmet needs in youth, from a global mental health approach, can take several paths. These paths can begin with community engagement in a needs assessment, and extend to scaling up interventions by 1) integrating opportunities for mental health promotion into the programs already in place for youth in various settings and 2) promoting effective interaction between specialists and non-specialist youth providers (i.e., the extent to which tasks can be shifted, and the duration, type and frequency of training and supervision). In the spirit of global mental health principles and community-based research (e.g., PAR, CBPR), the symposium will present, from a strength-based approach, qualitative and quantitative findings that highlight a scope of unmet mental health needs and accompanying interventions, for youth of color in the U.S. and in Ghana. Particularly, the first two presentations will discuss engaging youth in a community needs assessment to inform mental health interventions, which include opportunities for positive youth development for Ghanaian and Indian American youth. The last two presenters will discuss scaling up interventions to address community violence and urban stressors by training youth providers to promote mental health and positive youth development in out-of-school time settings for African-American and Mexican youth. We invite the audience to participate in meaningful group dialogue focused on maximizing health from a global mental health perspective.

Participants:
> Global Approaches to Youth Mental Health Engagement Seeba Anam,

University of Chicago; Kavita Jayaswal, University of Chicago

Adolescents present a key target group of the Sustainable Development Goals (SDG) due to the emerging understanding of the impact of adolescent health on a global scale (UN 2016). The rising recognition of the importance of structural determinants of health coupled with the relative paucity of data on the mental health and wellbeing of socially and economically marginalized youth underscore the need for expanding inquiry in this population. Knowledge remains sparse on mental health in children and adolescents from LMIC countries, as well as youth in the United States from LMIC origin. In the United States, Asian American female adolescents have the highest suicide rate, among the highest prevalence rates of depression, but comprise the highest proportion of individuals failing to seek mental health care, present with greater severity of depression, and have lower rates of detection of depression than their US counterparts. (USD HHS, 2009; National Center for Injury Prevention and Control, 2014). This paper will discuss the adaptation of global mental health models, that incorporates community engagement, needs assessment, and scaling up interventions for mental health services in the local community context. By partnering with key stakeholders in an Indian faith based organization, we utilized existing community ties and infrastructure to strengthen engagement with community youth. After initial engagement, a needs assessment to delineate the specific mental health needs in this group. This will then inform the specific modules of training for "scaling up" psychosocial intervention for identified "lay counselors" in the community, an adaptation of the tenet of task shifting espoused by global mental health. By utilizing existing human capital within the community, this project will address both supply side and demand side barriers for mental health services in the Indian American immigrant population.

Youth Involvement in Community Decision Making: A Requisite for Sustainable Youth and Overall Community Wellbeing in Rural Ghana KIMBERLEY MBAYIWA, University of Chicago; Christopher Olopade, University of Chicago; Kristyna Hulland, University of Chicago

When youth are fully engaged in community decision-making, they are able to bridge the gap between community initiatives and their needs, and learn to function as effective members of society. Consequently, youth involvement in community decision-making is associated with better mental and behavioral health outcomes for young people, and builds the social capacity needed to meet the Sustainable Development Goals. Youth are considered persons aged 15 to 24, and make up nearly a fifth of the Ghanaian population. In 2014, the University of Chicago Center for Global Health conducted a community needs assessment (CNA) of two rural villages in Ghana, Abesua and Bonkwaso II, to gain an understanding of the level of youth involvement in community decision making, and its impact on the wellbeing of youth and the overall community. Using elements of community based-participatory research, insights were gained from interviews with community members and leaders; household surveys (N=78); youth focus groups, and observation. The assessment found that youths have little to no say in community decision making, resulting in feelings of frustration and helplessness, risky behavior, low educational attainment, and youth rural-urban migration. Community-level impact includes brain drain, discord between youth and adults, and untapped potential in youth. Youths expressed the desire for youth groups that influence community decision-making. This paper proposes that the formation of youth groups that 1) are recognized by community leadership as valuable contributors to community affairs, 2) are facilitated and represented by adequately trained youth leaders, and 3) represent the unique interests of both young men and women, are key to productive youth involvement in community decision making, and ultimately, youth and community prosperity in Abesua and Bonkwaso II. It will include a literature review of such interventions, highlighting successes and failures, and outlining a roadmap to maximizing youth wellbeing and community development.

Service Learning as Violence Prevention in Faith-Based Settings: Creating a Sustainable Model for African-American Youth Exposed to Community Violence Sonya Dinizulu, University of Chicago

Community violence exposure disrupts mental health and academic progress for youth, especially African American youth in urban poverty (Lambert et al. 2011). In response to the detrimental effects of violence, several universal violence prevention programs have been created and are available for school-based implementation. However, skills comprising school-based violence prevention curriculums (e.g., problem-solving and conflict resolution) are necessary, but not sufficient to prevent violence (e.g., Camino & Zeldin, 2002; Zeldin, 2004). Service-learning (S-L) is designed to ensure social justice for youth, build civil society, promote positive youth development (Zeldin, et al., 2003) and has the potential to reduce community violence (Zeldin, 2004). It is a structured method of instruction, integrated into students' academic curriculum, by which youth learn through active participation in service experiences that meet their own community's most urgent and critical needs. Involving youth in the community is an effective strategy for preventing aggression, by helping youth to acquire the competencies, confidence, and sense of belonging (Zeldin, 2004) and to engage in effective problem-solving and corrective action. Youth become a valuable community resource by virtue of their civic participation (Watts & Flanagan, 2007). This paper proposes that faith-based organizations represent a reasonable alternative setting through which to promote violence prevention through S-L programs for African-American and economically disadvantaged urban communities because they (a) provide outreach and service to youth and families, (b) provide opportunities for community service, and (c) are committed to supporting youth around academic and social-emotional goals. Grounded in community-based participatory research principles, this paper will discuss: 1) the collaborative processes with a faith-based organization (i.e., youth and adult community members, and staff) to develop a sustainable service-learning program (i.e., curricula adaptation, training and supervision of workforce, and tool development) for 6th-8th grade African-American youth exposed to community violence, 2) preliminary quantitative and qualitative findings of the program (i.e., acceptability, usability, and fidelity), and 3) the preliminary results of the service-learning model to impact youth mental health (i.e., social-emotional and behavioral functioning), academic motivation and psychological engagement (i.e. community belongingness and social responsibility).

Research and Services to Advance the Third Reconstruction: A View from City Streets Dakari Quimby, Loyola University Chicago

A growing recognition of injustices and a consequent moral imperative to rectify them has started to re-permeate society's collective consciousness, to the extent that this period has been described as the Third Reconstruction era (Barber & Wilson-Hartgrove, 2016). Accompanying this awareness are innovative responses that support marginalized communities' reclamation of power amidst systemic oppression. Unlike traditional methods of community intervention that have been insufficient in supporting communities' uplift, community-based approaches have been championed as strategies for

change. The proposed paper will discuss the transformative strategies used in a cross-age peer mentoring program for youth in high-violence, high-crime communities of Chicago, grounded in community-based approaches and positive youth development (PYD). These included task-shifting, or the training of paraprofessionals to provide basic services (Kakuma et al., 2011), and participatory action research (PAR) methods designed to build resilience amongst youth. The project's positive preliminary results have important implications for task-shifting and PAR's role particularly in facilitating identity development and cultural capital among Black and Mexican American youth participating in interventions. These strategies may enable youth to surmount internalized oppression as they are given valued roles and opportunities to ameliorate community problems. The paper will present preliminary qualitative and quantitative findings from the program and will discuss the ethical and humanistic challenges authors encountered, including for instance responding to youth in deep poverty, balancing research design considerations with triggers for violence, and creating sustainable interventions in high-risk community contexts.

Presenter:
KIMBERLEY MBAYIWA, University of Chicago
Session Organizer:
Sonya Dinizulu, University of Chicago
Discussant:
Emilie Smith, University of Georgia

165. SCRA meeting for chairs of committees, councils and interest groups
SCRA
Other
11:45 to 1:00 pm
Social Sciences Building: FSS 1005

166. Past Presidents Meeting
SCRA
Business Meeting
11:45 to 1:00 pm
Social Sciences Building: FSS 4006

167. Poster Session 2: Friday 11:45 to 1:00
SCRA
Poster Session
11:45 to 1:00 pm
Social Sciences Building: FSS 4007
Participants:
A Critical Evaluation of Youth Wellbeing: A Process for Understanding Youth Needs Within Local Contexts Sofia Puente-Duran, Ryerson University; Kelly McShane, Ryerson University; Jehad Aliweiwi, Laidlaw Foundation

Canadian youth develop within multiple environments, operating within families, schools, and multicultural communities that combine to engender wellbeing and development. Reliable and valid measurement of youth wellbeing is necessary in order to help identify areas where action may be needed and to more fully support youth. The present study involved the collaboration between Ryerson University and Laidlaw Foundation, with the goal to provide a critical evaluation of existing youth wellbeing indices and measures. A total of eight indices were assessed, providing measurement on youth, and compared across domains, indicators, and measures. Key findings showed that "youth" definitions varied greatly across indices, and little focus of measures was paid solely on youth. Some overlap was found in domain and indicator selections across indices. However, no two indices

combined the same sets of domains, and showed little indicator agreement to represent a given domain. Even less agreement was found among measures used to assess an indicator (10% overlap). Importantly, reference to population samples and demographics was scarce, and indicated that data tended to exclude those most "at-risk" (E.g., First Nations; low-income; immigrants). Findings suggest youth-specific measures could be further developed in the areas of support networks, feelings of safety, government-level assistance, and neighbourhood-level engagement. Key recommendations reflect a need to better capture youth wellbeing by focusing on (1) youth-relevant data, (2) data collection and measurement strategies that maximize youth response rates, (3) hearing youth voices and input, (4) capturing diversity and inclusion within local contexts, and (5) emphasizing a collaborative process amongst organizations (Collective Impact). From a community development standpoint, outcomes provided within this evaluation directly benefit the goals and activities of Laidlaw Foundation by identifying core areas of youth development and wellness – using this knowledge to develop a framework for assessing impact and service delivery to support the wellbeing of youth.

An Evaluation of Positive Space Training and LGBTQ+ Inclusivity at Cape Breton University Kirstie Jay Taylor, Cape Breton University; Heather Schmidt, Cape Breton University

Positive Space Training is a program that seeks to combat the stigmatization and stereotyping of LGBTQ+ people by providing people with well-informed education about LGBTQ+ issues. This training largely aims to educate potential allies who can use their voices to speak up for LGBTQ+ people and create safe spaces for LGBTQ+ community members where they can feel comfortable to be themselves. The current research examines and evaluates the Positive Space Training program being implemented at Cape Breton University (CBU), as well as LGBTQ+ inclusivity more broadly on-campus. Two groups of participants are being recruited: (1) Student, staff and faculty at CBU who have completed the Positive Space Training, and (2) students at CBU who identify as members of the LGBTQ+ community. In both cases, the participants are being asked to complete a short survey (rating scales and demographics), and then participate in a focus group about their impressions of the training and its effectiveness in creating LGBTQ+ inclusivity. Focus group questions also address the quality of current support resources/services available at CBU. In addition, the LGBTQ+ participants are being asked to complete a scale measuring LGBTQ+ Inclusivity on-campus, which we designed collaboratively with members of Pride Cape Breton. Thus, the scale is being pilot-tested and participants are being asked to give detailed feedback about its perceived usefulness. Data collection (and concurrent analysis) is currently taking place. For the surveys, descriptive statistics and graphs are being generated. For the focus groups data, grounded theory techniques are being used to identify common themes running across the responses in response to the overall question of how well our university is currently meeting the needs of LGBTQ+ students, and what else can be done to improve LGBTQ+ safety and inclusivity.

Building Resilience and Promoting Wellness through Person-in-Culture-in-Context Transactions Shelly Harrell, Pepperdine University; Francesca Parker, Pepperdine University; Caitlin Sorenson, Pepperdine University; Jessica Styles, Pepperdine University; Lily Rowland, Pepperdine University; Eneyew Girma, Pepperdine University

Resilience is conceptualized as a dynamic process that results in positive adaptation in the context of significant risk or adversity. Resilience-based

psychosocial interventions emphasize cultivating, enhancing, and sustaining culturally-syntonic strengths and strategies for bouncing back from adversity, managing future adversity, and transforming adversity into growth and thriving. Consistent with community psychology, optimizing wellness rather than treating pathology is the underlying principle for the development of a resilience-oriented framework that is grounded in PEaCE theory (Harrell, 2015). PEaCE (Person, Environment, and Culture Emergence) theory posits that resilience emerges from transactions between the multiple dimensions of the Person, levels of contextualization of the Environment, and the processes and patterns of Culture. The theory suggests that the three systems (Person, Environment, and Culture) are fundamentally inseparable in the PEaCE Transactional Field. These three systems are in ongoing and dynamic interaction to produce Person-in-Culture-in-Context transactions that can be neutral, pathogenic or wellness-promoting. PEaCE theory builds on prior person-environment models by giving more prominence to the role of culture in understanding wellness outcomes and emphasizing that both person and environment systems are inherently culturally-infused. This not only fulfills our imperative to understand and work with cultural processes in change efforts - it also opens a rich resource of cultural strengths, values and traditions for consideration in person-focused and environment-focused psychosocial and preventive interventions. The proposed poster presentation will display and describe a visual model of the PEaCE-based resilience framework with particular attention to the three primary types of wellness-promoting transactions: (1) communal processes that emphasize belonging and connection (e.g. to the self, others, community, ancestors and spirit), (2) contemplative processes that involve awareness and critical consciousness of self, others, and society (e.g. sustained and directed exploration of values, meaning and purpose through meditative, reflective & flow experiences); and (3) empowerment processes that involve agency and action informed by communal and contemplative processes (e.g. creative, committed, liberatory and transformative engagement in positive coping strategies). Expressions of resilience are optimized when the interconnected nature of Person-in-Culture-in-Context transactions guides the development of interventions. The PEaCE framework has been utilized to inform the development of a resilience-based group intervention. Examples from this wellness-promotion group intervention will be provided.

Community Paraprofessionals and the Centrality of Shared Similarities Erika Gustafson, University of Illinois at Chicago

Large persisting unmet mental health needs of youth, particularly minority youth, necessitate innovative and contextually sensitive mental health service models. Minority youth face increased barriers to treatment due to their marginalized sociocultural positionality, and these barriers are compounded by the state of the child mental health field itself, which has service provider shortages and difficulty attaining consistent family engagement in treatment. Community-member paraprofessionals, also referred to as community health workers (CHWs; terms used interchangeably here), present a potential solution in addressing barriers. CHWs offer several advantages in promoting minority mental health wellbeing, including minimizing social distance in traditionally hard-to-reach populations, integrating familiarity with local culture to provide contextually sensitive services, and contributing to community empowerment as representatives and advocates of their community. While the paraprofessional workforce offers many advantages for effective dissemination of mental health interventions, studies using CHWs have mainly focused on whether interventions implemented by this workforce are effective, while leaving much unknown about the nature of CHWs' role and the key elements that make them effective. For the present qualitative study, 16 paraprofessionals implementing a school-based early intervention program promoting child and parent engagement in schooling were interviewed about the strategies, characteristics, and elements of their role that they leveraged in connecting and engaging families. Thematic analyses highlighted how paraprofessionals relied on certain shared experiences between clients and CHWs to facilitate trust, relationship building, and engagement in services. We reflect on how CHWs' role by definition rests upon shared commonalities with clients, and how this contrasts with traditional mental healthcare workers whose roles generally dictate abstaining from self-disclosure and where service provision is often independent of personal characteristics and experiences of providers. We consider the implications of incorporating the centrality of shared similarities characterizing CHWs' role into mental health service provision for minority youth and families.

Covering Potential Therapy Costs- Still Not Enough to Eliminate SES as a Predictor of Dropout Helen Squitieri, Drexel University; Jessica Gromely, Drexel University; Annie Shearer, Drexel University; Jody Russon, Drexel University

Background: Clients who terminate psychotherapy prematurely exhibit greater psychological distress than those who complete treatment (Kazdin, Mazurick, & Siegel, 1994). One client population that is high risk and therefore particularly concerning is suicidal youth. Compared to 19.7% of adults dropping out of psychotherapy, up to 77% of suicidal adolescents will dropout (Trautman, Stewart, & Morishima, 1993; Swift & Greenberg, 2012). Previous research supports that race and socio-economic status (SES) predict treatment dropout (Wierzbicki & Pekarik, 1993), but most randomized clinical trials (RCT) primarily looked at dropout rates in wealthier white populations (Chowdhary, et. al, 2014). This study seeks to understand if these risk factors are similar in a sample of racially and SES diverse suicidal adolescents seeking psychotherapy treatment. Methods/Results: The study utilized pre-treatment (baseline) data from 129 adolescents (ages 12-18) participating in an R01 NIH clinical trial for depression and suicidality. The sample included a high proportion of minority youth (55.8% African American, 15.5% Hispanic). Inclusionary criteria were as follows: clinical levels of suicidal ideation (Suicide Ideation Questionnaire ≥31) and at least moderate depression (Beck Depression Inventory-II ≥20). Clinicians reported twenty one participants (16.3%) as dropouts. A logistic regression demonstrated that SES was the only demographic variable that predicted clinician-reported dropout ($p < .05$, $\beta = -0.753$). Research with racially and SES diverse populations is critical to better understanding dropout research. Contrary to previous studies, race did not predict dropout in our sample. Despite, however, our best efforts to ease participant financial burden (transportation reimbursement, home visits, snacks and meals, childcare), SES still predicted dropout in our sample. In order to retain lower SES participants in RCTs, psychotherapy researchers should target financial issues as a component of care. Given that low-income families likely experience many stressors, it behooves researchers to find ways to retain these families.

Efficacy of Internet-based mindfulness-based training and rumination-focused cognitive behavioral therapy in preventing depression and anxiety Winnie W. S. Mak, The Chinese University of Hong Kong; Alan C. Y. Tong, The Chinese University of Hong Kong; Amanda C. M. Fu, The Chinese University of Hong Kong; Edward Watkins, University of Exeter

To reduce the incidence and societal burden of depression and anxiety, the development of community-based, transdiagnostic, selective prevention for individuals who are at risk due to their ruminative and worrying tendencies is crucial for community mental health. The ubiquity of mobile technology provides an opportunity to prevent mental illness within the reach of users' hands. The present study tested the efficacy of two Internet-based prevention programs using randomised controlled trial in reducing depression and anxiety symptoms and preventing the incidence of diagnoses who are at risk due to their high levels of rumination and worry. The programs used the guided self-help approach to teach individuals to apply learned strategies in their daily lives. 120 participants (mean age = 32) recruited from social media were randomly assigned to one of the following conditions: (1) rumination-focused cognitive behavioral therapy (RFCBT), (2) mindfulness-based training (MBT), and (3) psychoeducation placebo control. Participants completed the Internet-based program over a 6-week period, with weekly updates of topics and guided exercises. A personal coach was assigned to each participant to guide them through the homework assignments over emails throughout the training. Findings from linear mixed model analyses showed that participants in both RFCBT and MBT groups improved in their depression and anxiety symptoms and reduction in rumination and worry. Specifically, the effect of RFCBT was mediated by behavioral activation while the effect of MBT was mediated by mindfulness. Results demonstrated the efficacy of Internet-based guided programs in the prevention of common mental disorders in the Chinese community. Such approach is highly scalable and provides a convenient, highly accessible option for the public to prevent the incidence of common mental disorders in Hong Kong, where public mental health services and providers are scarce and mental illness stigma is strong in the community.

Empowering Early Childhood Teachers: A Community Based Participatory Research Approach Kourtney Jones, California State University, San Bernardino; Amanda Wilcox, California State University, San Bernardino

In spite of a significant increase in the demands for teachers' professional development, the work environments of teachers have not developed at a comparable rate. Due to research on inequity in teacher work environment, the purpose of this case study was to explore the role of empowerment in the early childhood education (ECE) workforce, using Community Based Participatory Research (CBPR) as a framework. CBPR is an approach to research that focuses on establishing equitable partnerships with research participants, and that allows for shared expertise and collaboration in implementing and disseminating research. Five educators (N = 5), working in a for-profit ECE center, participated in this project. Over the course of the project, the educators completed questionnaires, interviews, and engaged in 5 weekly focus groups geared towards providing the teachers with an opportunity to share their experiences and collaborate on solutions for change in their work environment. At the end of five weeks, the teachers highlighted three major areas of concern in their work place (i.e., Communication, Lack of Supplies, and Out of Class Time) and presented an action plan to their center director. During this presentation, the director and teachers collaborated on ways to carryout their action plan. While the descriptive statistics of the empowerment scale demonstrated that the teachers experienced a decline in empowerment, the six emerging themes (i.e., Frustration with Center Operations and Corporate, Empowerment, Communication, Emotional and Physical Well Being, Teacher Unity, and Teacher Training and Education) provided important insights into the nature of teacher empowerment in the ECE setting. Discussion of the emerging themes informed lessons learned, implications for practice, and future directions for research, policy, and advocacy in the field.

Empowerment in the medical realm: A qualitative review of studies from 10 countries Joy Lynn Agner, University of Hawaii at Manoa

Patient empowerment is gaining popularity as there is a push for more patient-centered care. It has been linked with positive outcomes, both in terms of perception of healthcare encounters and secondary health outcomes such as chronic disease management (Bodenheimer T, Lorig K, Holman H, & Grumbach K, 2002) and mental health recovery (Hamann, Leucht, & Kissling, 2003). But as empowerment gains attention in medical contexts it is important to consider whether the construct is maintaining emancipatory and community-based elements – those that were core to Freire, Rappaport, and Zimmerman's theories – or being reframed with an individualized and medicalized view of power. To examine this empirically this systematic review addresses the following questions: How do patients themselves define empowerment? How do the researchers' affiliations and framing of empowerment shape the results? And how these notions align with or depart from early community psychology scholarship on empowerment? The initial search strategy identified 5,547 records, which were culled following PRISMA guidelines and quality appraisal, with a final inclusion of 14 qualitative articles. Included studies represented a highly cross-cultural sample, with perspectives from 10 countries represented (the United Kingdom, Norway, Taiwan, China, Australia, Iran, Belgium, New Zealand and the United States). Despite important cultural differences, results of a qualitative synthesis indicate that the overall emphasis has been placed on inter and intrapersonal elements of empowerment, and that structural or systematic aspects of power are rarely mentioned or addressed. In a sense, empowerment has become the responsibility of the patient, or at best the patient and provider. This shift to the individual links with the perspective of the researchers, as indicated in their questions and theoretical framing. The author highlights overarching themes and cross-cultural findings, while asking the viewer to consider implications for research and action geared toward enhancing structural understandings of power in medical contexts.

Exploring Low-Barrier, Voluntary Services within Domestic Violence Housing Programs Nkiru A Nnawulezi, University of Maryland, Baltimore County; Surbhi Godsay, University of Maryland-Baltimore County

Community-based domestic violence housing programs seek to mitigate the negative impacts of intimate partner violence survivors by adopting an empowerment-based organizational philosophy. Shelter practitioners, or advocates, use empowering practices to build upon the survivor's current strengths, enhance social connections, increase access to social resources, and encourage their self-efficacy. Community and organizational theorists would suggest that implementation of empowering practices would be largely dependent on the program context. Specifically, the program must have formal structures in place to support employees. Very limited research has identified the structural process that contribute to empowering practices, and examined how these practices promote survivor outcomes. In this participatory, community-based, exploratory-sequential mixed methods (QUAL quan) study, we explored how two transformative organizational policies—low barrier and voluntary services—influenced employee service provision, and subsequently examined how the freedom to choose services related to survivor empowerment. A low-barrier policy requires that organizations remove barriers that prevent survivors, particularly those who have severe mental health concerns and/or addiction, from being able to

access shelter services. A voluntary service policy states that survivors have the right to choose which services, if any, they would like to engage in during their shelter stay. Survivors' choice to participate in services (or not) is not contingent on their ability to maintain housing. Qualitative findings revealed how the advocates' perceptions of these inclusive, open policies supported the complexity of survivors' lives and promoted the use of empowering practices. Quantitative results showed that when survivors were able to make choices, it increased their confidence. When residents felt forced to meet with advocates, they were less confident, felt less connected to community, and reported lower domestic violence consciousness. They were also more likely to believe that safety strategies would create new problems for them. Implications about the importance of transformative policies within domestic violence housing programs are discussed.

Exploring Patterns of Interconnected Forms of Violence Against Women Jonathan Bystrynski, University of Illinois at Urbana-Champaign; Nicole Allen, University of Illinois at Urbana-Champaign

Different forms of violence are typically researched in isolation of each other, and response services often mimic these divisions. Although different types of violence have unique qualities and outcomes for survivors, studying them in isolation do not reflect the lived experiences of survivors and may inhibit our ability to conceptualize and respond to acts of violence. In recent years, efforts to bridge this divide have revealed the interconnected nature of violence and the limitations of studying different forms of violence in a vacuum. In pursuit of a holistic conceptualization of victimization, we have used an exploratory latent class analysis to identify victimization patterns among young adult women attending a Midwestern University (n = 1,483). This analysis took into account the frequency of their experiences with sexual assault, dating violence (coercive control and physical violence), sexual harassment (gender harassment, unwanted sexual attention, and sexual coercion), stalking, and cyber harassment. This poster will include a review of the methods used, descriptions of the profiles, as well as differences between the groups.

Exploring a Framework for Race-Related Stressors in the Public School System and Intervention Among Global Majority Youth Dawn X Henderson, North Carolina A&T State University

Promoting resilience among global majority youth relies on exploring the interaction between factors that impede well-being and the assets and resources youth engage to promote well-being. Schools are critical social institutions in youths' ecology, but for global majority youth (e.g., Black, Latino, and Indigenous) interacting in school systems that reflect European values and social norms can exacerbate environmental stressors through school practices and policies that reinforce exclusion and disengagement. Specifically, numerous school practices and policies lead to alienation, discrimination, and reinforce microaggressions and violence against global majority youth. Consequently, these encounters serve as race-related stressors and can contribute to declines in academic achievement and increase depressive symptoms, anxiety, and disassociation. Using pilot data from a qualitative study of Black and Latino youth experiences in public school, this poster aims to present a framework for race-related stressors and intervention design to engage audience members on points of advocacy and health promotion.

Exploring community narratives of gender-based violence and social change in the Pacific Island of Guam Camarin G Meno, University of Illinois at Urbana-Champaign; Nicole Allen, University of Illinois at Urbana-Champaign

In the Pacific Island of Guam, recent high profile incidents of violence against indigenous Chamorro women have sparked growing local concerns regarding rates of domestic violence and sexual assault. These and other indicators of elevated rates of violence against women in Guam are discordant with historical narratives of gender egalitarianism and community-based sanctions regarding violence against women in Chamorro culture. Using qualitative interviews with responders to violence against women in Guam, this study sought to illuminate current community narratives surrounding violence against women and to interrogate how such narratives facilitate or subvert the conditions for social change, including the ways in which such narratives link or fail to link gender roles with violence against women, and the ways in which such narratives diverge from or reinforce dominant Western cultural narratives. This poster presentation will outline the goals, methods, and findings of this study, with a critical focus on the impacts of modernity and colonialism on Chamorro women and community-based responses to gender-based violence in Guam.

Exploring the Use and Impact of Community-Based Therapy Services with Youth In Systems of Care Jessie Fitts, University of Illinois Urbana-Champaign; Mark Aber, University of Illinois at Urbana-Champaign

While a variety of psychotherapy interventions have been empirically supported across a wide range of problems, diagnoses, and outcomes for adolescents (Weisz, 2004), the majority of youth with mental disorders in the United States do not receive mental health services to address their symptoms (Merikangas et al, 2011). Further, significant racial, ethnic, and socioeconomic disparities exist in mental health care access (e.g. Snowden & Yamada, 2005; Gyamfi, 2004). The Substance Abuse and Mental Health Service Administration Children's Mental Health Initiative (SAMHSA - CMHI) is a federal effort to address this gap through broad, flexible service arrays within communities to support youth with emotional and behavioral challenges. CMHI draws on the system of care concept as a model for comprehensive wraparound services that are family-driven, youth-guided, and culturally and linguistically competent. Understanding the factors that shape access to mental health services and the effects of these services is an important step in achieving the goals of CMHI. This study examines the use of therapy within 39 system of care sites funded from 2008-2010 to explore the factors that predict receipt of therapy and the impact of therapy on youth outcomes. Using longitudinal data from the National Evaluation of the Comprehensive Community Mental Health Services for Children and their Families Program (n=3,022, age 10-17), we examine the relationships between family demographics (including income and race/ethnicity), youth need and impairment, and receipt of mental health services (including individual, group, and family therapy). Secondly, we examine the relationship between these services and changes in youth impairment and internalizing and externalizing symptoms, and the factors that moderate this relationship. Implications for future development of children's mental health policy and community-based services are discussed.

Facing the Music: The Short-Term Effects of Exposure to Sexually Objectifying Music Lyrics Maren Froemming, Bowling Green State University; Elizabeth Emley, Bowling Green State University; Jessica Hartl Majcher, Bowling Green State University; Eric Dubow, Bowling Green State University

Although research on the effects of sexual objectification of women in visual media has demonstrated its potentially harmful effects on women, little is known about the possible effects of listening to sexually objectifying music. The present experimental study examined the short-term effects

of listening to sexually objectifying music lyrics on young women's reports of self-objectification, appearance anxiety, body shame, self-surveillance, and negative affect. Fifty-seven college women were randomly assigned to listen to two popular songs with either neutral (control) or sexually objectifying lyrics (experimental). Participants then completed questionnaires including measures of the dependent variables. Women exposed to sexually objectifying lyrics scored higher on self-objectification and self-surveillance. I also examined if the relation between experimental condition and dependent variables was moderated by women's scores on trait self-objectification, self-esteem, or internalization of the thin ideal. Individuals with low trait self-objectification reported more state-self-objectification after listening to the objectifying lyrics, while women with high trait self-objectification reported higher state self-objectification regardless of experimental condition. Women who reported average or high levels of thin ideal internalization were sensitive to the sexually objectifying lyrics by showing higher scores on self-surveillance compared to women who reported low levels of thin ideal internalization. Participants exposed to sexually objectifying lyrics who scored high on internalization of the thin ideal generally experienced higher levels of body shame than women with low or average internalization of the thin ideal. Thus, even brief exposure to sexually objectifying lyrics can have negative consequences for women's self-perceptions, which may be exacerbated by high levels of thin ideal internalization. Implications for community action are discussed that include incorporating music in media literacy interventions, assisting parents in monitoring songs with appropriate messages for their children, and targeting internalization of the thin ideal and self-esteem in young women.

Factors that strengthen professional organizations that contribute to social change Soélix Rodríguez Medina, University of Puerto Rico, Rio Piedras Campus; Irma Serrano-garcia, University of Puerto Rico-Rio Piedras Campus

Over the last few years there has been a negative and hostile tone in the content of electoral campaigns and other political party activities. Given the concern generated by the hostile tone of political campaigns, the Ad Hoc Committee for a Respectful Electoral Campaign (AHCREC) was created in September 2011 by the Puerto Rico Psychology Association (PRPA). AHCREC developed and implemented an educational initiative to promote ethical and idea-focused electoral campaigns for the first time. Subsequently, as members of the committee, we conducted a study with the objective of evaluating the implementation process. The study included three phases one of which included five structured interviews with committee members. Their average age was 57 years and three men and two women participated. Participants in general terms thought it was an excellent experience. Thanks to hard work, leadership, committee organization, commitment and support from other groups and individuals within the organization, they were able to achieve the goals and objectives. In addition, they noted that they learned skills to organize meetings, contributed to the country without assuming a partisan stance and realized that it is possible to educate people on this issue and foster a culture of peace. Data evidenced that leadership and cohesion as a group was key to achieving the goal as were intra-organizational support and alliances with other organizations. Therefore, the PRPA and other organizations such as SCRA must strengthen their volunteer structure and join forces with other organizations in the process of contributing to social change. As psychologists we have the responsibility to dedicate our knowledge and skills to initiatives like these and the PRPA and SCRA are a great platform for our colleagues to work collectively towards human welfare and change.

First-Generation Punjabi-Sikh Elders' Experiences of Social Inclusion, Community Engagement, and Social Support in Calgary, Alberta Amandeep Kaur Singh, Wilfrid Laurier University

There has been a gap in research addressing the concerns of older generations of the South Asian community in Canada, and in particular within Calgary, despite Calgary being the third-most ethnically diverse city in Canada. Yet a number of unique experiences of this population pose challenges to the individual, their family, and their community. Therefore, this study looked to explore the experiences of finding community for first-generation Punjabi-Sikh elders within Calgary. Research Questions: The study also addresses the following sub-questions: What are the challenges experienced by first-generation Punjabi-Sikh elders? Challenges as new residents and as long-term residents? What programs, services, and organizations could best support first-generation Punjabi-Sikh elders' well-being and health? How can the Punjabi-Sikh community best support Punjabi-Sikh elders? Methods: Qualitative community-based research was conducted using six key informant interviews with community leaders and elders, and two focus: one focus group with all elder males, and one focus group with all elder females. Each focus group had six participants. Findings: Elder and community member participants indicated concerns regarding changes within the family structure, family support or lack of, family abuse, acculturating, missing knowledge and information about Canadian culture and resources, importance of finding community, and the availability of culturally appropriate resources and organizations. Female participants further indicated concerns around gender and the difficulties in finding community associated with being a woman, while male participants rarely brought forth gender-related concerns.   Conclusion: These findings suggest that Punjabi-Sikh elders within Calgary have wide-ranging experiences that are influenced by varying factors in accordance to their standpoint and within their environment. The implication of such findings suggests that the experiences of Punjabi-Sikh elders is not homogenous and this should be considered when creating and providing services for elders.

First-generation college students and stress measurement and management Katherine McCabe, SUNY Old Westbury; Angela McCorkle, SUNY Old Westbury; Ashlee Lien, SUNY Old Westbury

Roughly 34% of the population of college students are first-generation college students (FGCS; Graham, 2016), or college students who are the first in the immediate family to attend college. While statistics vary based on definition, the National Center of Education Statistics (n.d.) reports that only 11% of these students go on to receive a bachelor's degree. Students in underprivileged groups (e.g., low-income, students of color, children of immigrants) are more likely to be FGCS (Balemian & Feng, 2013; Graham, 2016). Being a FGCS may be a stressor, but everyday life tends to present additional stress-filled events. Low-income FGCS are vulnerable to barriers such as knowing the least about tuition and costs, lacking necessary academic preparation resulting in higher enrollment in remedial-type courses--creating another setback (Balemian & Feng, 2013), being increasingly responsible for supporting families, and being unaware of college resources (Graham, 2016). Combined with everyday stressors, these barriers can impair academic performance. It is critical to recognize stressors experienced by FGCS to highlight the importance of programs designed to address specific barriers while also creating pathways for success and social change.   This poster explores data gathered in spring 2017 through self-report surveys. Surveys ask questions about stress, FGCS status, age, gender, college enrollment, resident-commuter status,

and employment of students from SUNY Old Westbury, a diverse public liberal arts college in Long Island. Data from Holmes' and Rahe's (1967) Social Readjustment Scale will be categorized into mild-, moderate-, and severe-stress levels experiences in the last twelve months. In addition to ratings according to demographic variables, discussion will include the areas of stress that were most prevalent for FGCS students. Implications for practice will be provided, including the creation of supporting environments and importance of identifying stressors early in academic careers, both through peer support and advising.

> HIV/AIDS stigma within MSM community: Impact on mental and social health in HIV-positive MSM Randolph C. H. Chan, Department of Psychology, The Chinese University of Hong Kong; Winnie W. S. Mak, The Chinese University of Hong Kong

Public stigma surrounding HIV has been shown to be related to heightened emotional distress, poor psychological functioning, and reduced subjective well-being in people living with HIV. For HIV-positive men who have sex with men (MSM), they also face stigmatizing attitudes within the MSM community, which may create additional burden to their health. Hatzenbuehler (2009) proposed the psychological mediation framework to explain how stigma-related stress leads to emotion dysregulation, interpersonal problems, and cognitive processes, which elevate the risk of developing psychopathology in sexual minorities. The present study applied the framework to investigate the underlying psychological processes through which HIV/AIDS stigma within the MSM community influence the mental and social health in HIV-positive MSM. Two-hundred and fourteen HIV-positive MSM were recruited, with a mean age of 39.9 years old (S.D. = 10.7). Their mean years since diagnosis of HIV was 4.79 years (SD = 4.44). The participants were assessed on the perceptions of HIV/AIDS stigma in the MSM community, negative self-schema, maladaptive coping (i.e., denial, self-blame, and rumination), peer isolation, as well as mental and social health. The results of structural equation modeling showed that negative self-schema, maladaptive coping, and peer isolation were interrelated and fully mediated the effect of HIV/AIDS stigma within the MSM community on mental and social health. The present study revealed the cognitive, regulatory, and interpersonal processes underlying HIV/AIDS stigma within the MSM community and mental health. Feeling strong stigma from the MSM community may render HIV-positive MSM more vulnerable to negative self-schema, maladaptive coping, and peer isolation, which contribute to poor mental and social health. In addition to the theoretical contributions, these findings also have important implications in the development of future interventions designed to combat HIV/AIDS stigma within MSM community and improve stigma-related health outcomes among HIV-positive MSM.

> Highlighting the way forward: A review of community mental health research and practice published in AJCP and JCP Rachel Terry, Portland State University; Greg Townley, Portland State University

Articles published in the two major journals of community psychology in North America, American Journal of Community Psychology (AJCP) and Journal of Community Psychology (JCP), are important indicators of the ebb and flow of community research and practice. An examination of community psychology over time suggests that the field has reduced its focus on promoting mental health, well-being, and liberation of individuals with psychiatric disabilities over the past several decades (Kloos, Ornelas, & Nelson, 2015). We aimed to further investigate this claim by examining article trends employed in community mental health research and practice work published in AJCP and JCP. The review focused on published articles related to community mental health research and practice among adults

with serious mental illnesses.We identified articles published from 1973 to 2015 using several database searches (e.g., Google Scholar, ProQuest) and limiting the search to terms such as "community mental health," "consumer," and "mental illness". We then reviewed article titles, abstracts, and full text to determine the appropriateness of each article and narrow down the full article list (n = 1288). The final review included 318 articles that were categorized by article type (e.g., empirical, theoretical), method (e.g., quantitative, qualitative), and topic (e.g., housing, homelessness). Of these 318 articles, 273 were empirical research, 33 were theoretical papers, and 12 were review articles. Of the 273 empirical articles, 207 utilized quantitative research methods, 32 were qualitative, and 34 were mixed-methods. The majority of articles focused on community mental health services (n = 61), deinstitutionalization/community integration (n = 58), and mental health stigma (n = 47). The review concludes by providing concrete suggestions for ways to increase the variety of topics and methods included in published research, as well as increasing the involvement of diverse stakeholder groups to promote transformative community mental health research and action.

> Homelessness across 10 European and North American Nations: Paul Toro, Wayne State University

Nationally representative samples of 244-523 adults were interviewed by telephone in 10 different developed nations (total N=3,815). The same sampling methods and survey instrument were used across all 10 nations. Six nations included interviews conducted by both fixed and mobile phones (the other four only interviewed those with fixed phones). The interview included questions on respondent attitudes, knowledge, and opinions regarding homelessness; respondents' own personal experiences with homelessness and homeless people; and demographic characteristics of the respondents. Based on fixed phone interviews, for which the clearest evidence of national representation exists across all 10 nations (N=3,192; $\chi^2(9)=35.94$, p<.001), the highest rates for lifetime literal homelessness were found in Canada (8.2%), the UK (7.6%), and the US (6.1%), with the lowest rates in France (2.0%), Germany (2.3%), the Czech Republic (2.4%), and Portugal (2.8%). Intermediate rates were found in Poland (4.2%), Italy (3.6%), and Belgium (3.4%). Across the six nations with interviews done by mobile, only Belgium showed rates that varied by contact source (lifetime literal homelessness of 3.4% by fixed phones and 11.1% by mobile phones). National correlates of the fixed phone rate of literal homelessness were examined. Significantly (p<.05) lower rates were found in nations with a higher percentage of people over age 65 (r=-.63) and with higher per capita alcohol consumption (r=-.66). Both of these correlates may be proxies for other more complex national features. For example, nations with older populations may have better developed health and human services and/or a healthier diet, while those with more alcohol consumption may have closer-knit families who drink wine at home rather than drinking in public places. These findings and others involving the variation in rates of homelessness; as well as findings involving national differences on public attitudes, opinion and knowledge about homelessness; will be presented and discussed.

> Identifying Barriers and Facilitators to Successfully Obtaining Housing Among Rural Homeless Populations Holly Brott, California State University, Chico; Mariah Kornbluh, California State University, Chico

The issue of homelessness has been widely deliberated in both rural and urban communities. The prevalence of homelessness can stimulate divides within communities, especially concerning how to provide needed services and address systemic causes. Notably, this issue has garnered

greater attention within the field of community psychology triggering the field to explore the role of the community psychologist in both assessing and partnering with communities and service providers to address this complex issue (Greenwood, Michelle, Schaefer, Tsemberis, 2005; Paradis, 2000). This study consisted of a mixed-method program evaluation at a rural homeless shelter for families. Rural homeless populations are historically understudied due to a lack of research in rural communities and little incentive for providers to collect data on their clients (National Advisory Committee on Rural Health and Human Services, 2014). Here, we explored what factors predicted whether or not an individual was successful in obtaining housing after their time at the shelter. Survey data was collected from 118 participants. Participants were primarily white (70%), female (73.7%), and on average had a high school diploma or its equivalent. A logistic regression tested demographics (gender, ethnicity, education), and a range of mental health factors (e.g. substance abuse, mental disorder diagnosis, child abuse, etc.) as predictors for successfully graduating the program and obtaining housing. Only education was found to be a significant positive predictor of successful completion of the program β= .70, p<.05. Thus, clients with higher education were significantly more likely to graduate the program then those with a lower level of education. Follow-up qualitative interviews conducted with service providers, graduates of the housing program, and current housing residents illustrate additional facilitators of success, as well as barriers to obtaining long-term housing. Implications from these findings will be discussed in regards to best practices and policy development for serving rural communities.

Insights from an Evaluation of a Sexual Health Youth Leadership Council: A Bi-Directional Model of the "5 Cs" of Positive Youth Development Christyl Wilson; Scot Seitz, Georgia State University; Kim Broomfield-Massey, Emstar Research, Inc.; Keri Pridgeon, Center for Black Women's Wellness; Gabriel Kuperminc, Georgia State University

Positive youth development (PYD) is a conceptual approach to youth development that emphasizes positive assets and strengths, rather than deficits. One of the most empirically supported PYD frameworks is the "5 C Model," which encompasses 5 attributes youth need in order to thrive: connection, caring, compassion, competence, and confidence. This framework posits that the manifestation of these 5 Cs leads to a "6th C:" contribution to self, community, and civil society (Zarrett & Lerner, 2008). We employed a positive youth development lens to evaluate LOFTY (Looking Out For The Youth) Crew, a youth-driven leadership council focused on planning and implementing community-wide events to raise awareness about sexual heath. We conducted focus groups in which current and former LOFTY Crew participants discussed whether and how their participation in LOFTY Crew was associated with positive youth development (N = 42, 62% female, 98% African American, 15-21 years-old, mean age of 17). In this poster, we will present qualitative results that provide evidence for an alternative conceptualization of the 5 C Model. This alternative model suggests that the "6th C," contribution, can facilitate the development of the other 5 Cs. The LOFTY Crew members consistently described how through their efforts to positively contribute to their own communities they fostered meaningful relationships, developed skills (e.g., public speaking), and gained confidence in their ability to make change. For example, as a result of participating in LOFTY Crew, one participant said, "I feel more prepared to talk about this kind of stuff [i.e., sexual risk reduction], like I can make a difference among my peers." This poster will illustrate a bi-directional conceptualization of the 5 Cs Model and highlight processes by which

"contribution" may facilitate the development of the other 5 Cs.

Interruptions of Risky Online Behavior De-escalate Violent Conflict Corianna Sichel; Anastasia F Knight, new york university; Kavish C Harjai, new york university; Shabnam Javdani, New York University

Media and the scientific community have begun to address law enforcement and community organization reports regarding violent altercations and gang activity among youth originating on social media (e.g., Youtube; Facebook; Cohen, 2014; Moule, Decker & Pyrooz, 2013). Indeed, approximately 20 percent of gang members report engaging in violence related to online gang-related exchanges (Decker & Pyrooz, 2011). Developed as a partnership between community psychologists and a community violence reduction organization, the E-responder intervention addresses the proliferation of risky online behavior. E-responder emphasizes community action, meeting youth in online spaces and endeavors to engender transformative change, proactively addressing violent norms, taking a strengths-based approach to educating youth about risky behaviors, and intervening to prevent confrontation escalation. Bridging virtual and actual spaces, E-Responder represents a novel opportunity for community psychologists. As part of a quasi-experimental pilot implementation of E-Responder, staff at community organizations were trained to identify risk levels of, and intervene in, youth's online behaviors. Preliminary analyses indicated that training recipients were significantly more likely to identify risky posts (versus other staff; χ^2 = 20.1(3), p<.05). Additionally, trained staff were significantly more likely to report positive outcomes post-intervention (χ^2 = 9.9(3), p<.05). However, little is known about implications of intervention delivery mechanisms (i.e., online, in person, or both), relationships between perceived risk and selected delivery mechanisms, or the comparative effectiveness of delivery mechanisms. Thus, the proposed poster presents a regression analysis of existing data investigating these relationships. For example, findings may show that high-risk posts were more likely to elicit in-person interventions, but less likely to have positive outcomes compared to low-risk posts. Additionally, the proposed poster will include examples of low, medium and high-risk posts and engage viewers in some of the activities interrupters use with youth (e.g., emotion regulation exercises).

Longitudinal investigation of service and family impact on recovery of mental illnesses through self-stigma Alan C. Y. Tong, The Chinese University of Hong Kong; Randolph C. H. Chan, Department of Psychology, The Chinese University of Hong Kong; Floria H. N. Chio, The Chinese University of Hong Kong; Winnie W. S. Mak, The Chinese University of Hong Kong

Personal recovery in mental illness refers to pursuing a personally meaningful life beyond one's mental disorder. Previous studies indicated that increased self-stigmatization can undermine the recovery process. Despite extensive studies showing the protective role of external support, such as recovery-oriented services or family support, seldom do they establish a linkage between these community entities with self-stigma and personal recovery. The present study adopted a longitudinal research design with the aim to examine how the recovery orientation of mental health services and family support may impact self-stigma and service engagement among individuals with mental illnesses, which in turn, improve their personal recovery over time. A total of 217 individuals in recovery with a primary diagnosis of schizophrenia spectrum disorder or mood disorder participated in a year-long follow-up study tracking their recovery process. They responded to a set of questionnaires on self-stigma, service engagement, perceived recovery orientation of services, family support, and personal recovery at baseline, 6 months, and 12 months. A hypothesized

model was constructed to test the directional relationship of perceived recovery orientation of services and family support measured at baseline, with participants' self-stigma and service engagement at 6 months, which service as mediators on personal recovery at 12 months. Results from structural equation modeling supported the hypothesized model with good model fit (CFI=.96, TLI=.95, RMSEA=.06). All paths were significant in the hypothesized directions. The findings shed light on the shared responsibility between the people in recovery as well as services and their families in the recovery process.

Mass Incarceration, Power, and Determinants of Health Victoria Faust, University of Wisconsin-Madison

Over the past several decades, increasing incarceration rates have impacted the social and economic fabric of communities and negatively manifested in other social determinants of health for justice involved individuals and their families, including education, employment, and housing. These impacts have inequitably affected low-income populations and families of color, especially children, for whom parental incarceration is considered an adverse childhood experience and can be a long-term toxic stressor. In addition, patterns of incarceration are often born out of and reinforced by a powerful set of structural determinants of health inequities that shape other social determinants of health and can influence efforts to advance health equity. This poster presentation will describe a project that seeks to address the social and structural determinants of health associated with incarceration and includes partners from public health, criminal justice, community organizing, and academia. It will focus on community-based research done as part of a health impact assessment. The mixed methods project has gathered empirical data on the potential health impacts of proposed changes to criminal justice and reentry policies. This presentation will share some of the findings, including the qualitative analysis of focus groups examining previously incarcerated people's perceptions of the justice system and perceived impacts on health and social determinants of health. In addition to findings, the presentation will also discuss the overall approach to the project, as the community-research is being completed alongside an established statewide community organizing group and another expanding organization, Ex-Prisoners Organizing. These groups have not only shaped the driving research questions, but have also used the process to support power building efforts and leveraged the results from the health impact assessment in policy and systems change efforts. It provides an interesting model for how cross-disciplinary scholars can help inform policy-oriented social change work.

Mental Health on College Campuses: Insights from Students' Lived Experiences Anna Turosak, Wichita State University; Brittany Brest, Wichita State University; Julia Siwierka, Wichita State University; Deborah Ojeda, Wichita State University; Amanda Aguila, Wichita State University; Columbine Schwanke, NAMI Wichita; Hilary Clark, Wichita State University; Greg Meissen, Wichita State University

College campuses are an ideal place for growth and learning, but often students who are struggling with mental health related issues feel as though their needs are not being adequately addressed. There are many reasons for why this is the case, from low help-seeking behaviors in the college-aged group as well as the fear of stigma from their peers. The current study aims to examine three key areas regarding mental health on college campuses: perceived prevalence of the issue, awareness of available resources and perceived ease of access, and perception of stigma by peers, professors, and the campus community as a whole. Focus groups will be conducted with students with lived experience of a mental illness to better understand

the research areas and provide insights to the experiences of students of college campuses dealing with related issues. The results will be analyzed and used to help guide the modification of existing resources and programs on campus as well as the implementation of new services that address needs not currently being met.

Mental Health, Religion, Politics, and Guns: College Students Express Their Concerns Rhonda Lewis, Wichita State University

The purpose of this study was to gather the opinions of college students regarding the impact of guns and mental illness on a college campus. The study wanted to determine how college students opinions differed by gender, race, religion and political party. There are a number of policy implications to this research. Four hundred and nineteen college students participated in an online survey. They answered 52 questions about attitudes, gun laws, attitudes about guns, and preventing gun violence, what is the United States response to gun violence, and what is the United States going to do about gun violence. This study focused specifically around issues pertaining to guns and mental illness and college students attitudes and beliefs about this population. The results showed that college students were in favor of insurance companies offering health benefits for mental health that are similar to health care. There were no differences across race, religion, or political party. Males were three as likely to believe that there should be laws prohibiting persons with a mental illness to carry hand guns compared to females (AOR 3.852 CI 1.184-12.53). Overall, college students believe mental health care should be funded. Yet it was less clear what the role of government should be in funding mental health services since many states have cut mental health services.

Navigating the Disability Determination Process from the Perspective of Incarcerated Adults with Serious Mental Illnesses Erin Mccauley, Cornell University; Leah Samples, Vanderbilt University

The criminal justice system is one of the largest providers of mental healthcare in the United States. While resources exist to support people with serious mental illnesses (SMI), incarcerated people suffer from reduced access. One resource is the Social Security Administration's disability benefit program. This case study of a SSI/SSDI Outreach, Access, and Recovery (SOAR) InReach program aims to document the program, and explore the disability determination process from the perspective of incarcerated adults with SMI. Interviews conducted with employees (n=4) and clients (n=25) were analyzed using a grounded theory approach. We identified facilitators and barriers to implementation, identified difficult areas for this population in navigating the disability determination process, and found evidence to support the effectiveness of the program. Interviews highlighted the importance of community reentry and service provision coalitions in stabilizing this population for continued success and desistance from crime. Implications for policy, practice, and inquiry are discussed.

Network Canvas: A touchscreen optimized software suite for capturing complex data Patrick Janulis, Northwestern University; Gregory Phillips, Northwestern University; Michelle Birkett, Northwestern University

This presentation will introduce a software suite (Network Canvas) for capturing social network and other complex data. Originally developed for use in a large cohort study of YMSM as well as a study of social support among individuals living with long-term disabilities, this tool is currently being generalized for use in a wide variety of research settings. The main goal of Network Canvas is to facilitate the collection of social network and other complex data (e.g., geospatial) through user friendly touchscreen optimized

interfaces. The development of this tool is driven by a design philosophy that promotes co-creation of data by participants and interviewers in effort to improve both the validity and efficiency of data collection. Network Canvas has three core components: Architect, Canvas, and Server. Architect facilitates the construction of an interview protocol without requiring any knowledge of computer programming. Canvas actualizes this protocol through a touch screen optimized user friendly interview. Server allows for the storage, processing, basic analysis, and exportation of the data collected during the interview. Combined, these components are intended to provide an end-to-end solution for capturing complex data that substantially reduce the burden on both participants and researchers. Beyond introducing the software suite, preliminary data will be presented on the validity and efficiency of network interviews collected using Network Canvas. Future directions on innovative applications of utilizing Network Canvas to promote public health will also be discussed such as leveraging the tool to improve partner notification services for individuals recently diagnosed with sexually transmitted infections.

No More Health Research About Us Without Us: Establishing CERA Monique Guishard, City University of New York; Daniel Korin, The Bronx Community Research Review Board; Nicky Smith, The Bronx Community Research Review Board

The multi-generational, multi-racial, multi-ethnic, socioeconomically diverse population of the Bronx has great wealth in social capital, dignity, and resilience. The Bronx is also, consistently ranked as the unhealthiest urban county in the nation. Compared to other NYC residents, Bronxites are more likely to die prematurely, live in unsafe neighborhoods, report poor to fair health, be born with low birthweight, have children living in poverty, lack health insurance, lack access to exercise opportunities, be hospitalized due to asthma or stroke, struggle with obesity and/or diabetes, be overexposed to air pollution and drinking water violations, and experience high levels of STIs. Addressing the health needs and inequities of Bronxites is vitally important. Yet there is a critical disconnect between community experiences of ill-health and researcher-driven health research initiatives. Due to historical examples of egregious violations of well-being and dignity in research, personal examples of: sexism, fatphobia, ableism, homophobia, and transphobia in healthcare settings many residents mistrust researchers. We the members of the Bronx Community Research Review Board (BxCRRB) and community social psychologist Dr. Monique Guishard, have established a Community Engaged Research Academy (CERA) in the South Bronx to: 1) ameliorate much of the experience of scientific/institutional racism and research predation by centering the experiential knowledge, perspectives, and skills that communities bring to health research, dissemination, and action(s) 2) create opportunities to increase health research literacy in the Bronx; CERA will serve as a model for effective education and training. In this poster session, we will describe our use of community cafés and decolonial participatory action research ethics to engage our neighbors as equal partners in health research. This project is at the intersection complicating the social determinants of health and the epistemological commitments inherent in community psychology. CERA is funded by a PCORI Eugene Washington Engagement Award Contract #3422.

Overstudied and Understudied: Religious Experience of African American Emerging Adults Katina Harris, Prairie View A & M University; Pamela Paulette Martin, Prairie View A&M University; Ariel McField, Prairie View A&M University

Religion has been explored extensively with numerous studies underscoring the significance of religious behavior. For instance, empirical evidence regarding the relationship between religion (i.e., religious beliefs, public/private practices) and mental health outcomes have demonstrated that religion buffers negative effects of depression, stress, and poor psychological well-being (Brown, 2012; Koenig & Larson, 2001; Moreira-Almeida, Neto & Koenig, 2006). However, little research informs the existing literature about the role of theological teachings and psychological well-being among African Americans emerging adults who tend to be more religious than their peers (Pew Research, 2014). Emerging adulthood, a transitional period occurring between 18 and 25 years of age, is characterized by identity exploration, instability, self-focus, feeling "in-between", and possibilities. While emerging adulthood may be a time filled with happiness for some, research indicates that emerging adults experience depression at a higher rate than older adults (American Psychiatric Association, 2013). Therefore, current study proposes to examine the potential relationship between theological orientation and psychological well-being among African American emerging adults. Moreover, the current study seeks to understand if theological orientation does any of the following: 1) mediates the relationship between depression and stress 2) mediates the relationship between depression and psychological well-being or 3) mediates the relationship between stress and psychological well-being. Findings have heuristic value and the potential to increase the currently limited knowledge on theological orientation among African American emerging adults.

Parental engagement in a community-based program targeting post-secondary education for low-income youth. Research findings and developments. Vivien Runnels, University of Ottawa; Caroline Andrew, University of Ottawa; Jennifer Rae, University of Ottawa; Jane Whynot, University of Ottawa

Youth Futures is a comprehensive community-based program governed and operated by a partnership of municipal government, community-based organizations and universities. It is designed to engage high school students who are diverse, marginalized and "most distant from opportunities," with post-secondary education. The Youth Futures (YF) partnership is looking at developing parental engagement as a formal program component. However, while parental engagement in different facets of their children`s schooling is seen as fundamental to children`s educational motivations and outcomes in the school system, the literature is sparse on the importance and relevance of parental engagement in the context of community-based programs like YF. In order to assess any value of parental engagement for YF, we carried out a search and review of the literature of parental engagement in the community context, and acquired data from previous research and stakeholder interviews to understand perceptions of parental roles with respect to YF. The research findings suggested parental engagement is necessary and important for a number of reasons including: facilitation of youth recruitment to the program; provision of practical support to YF participants, and parental recognition and celebration of youths' program achievements. Assessment of the value of parental engagement will be useful for the design and integration of parental engagement as a formal component of the Youth Futures program logic model: specifying the statement of change associated with it, will clarify the underlying assumptions, and justification for its inclusion and allocation of investments of time, money and resources. Strategies to address and capitalize on the findings from the research and literature are also identified. Our discussion also suggests that full understanding of the benefits and disadvantages of parental engagement extends beyond youth outcomes: the development of

theory that includes an ecology of relationships beyond that of parent and youth is proposed.

Patient-Centered End-of-Life Research: Navigating Ethics and Design
Brett Ashley Boeh, University of Illinois at Urbana Champaign; Nathan Todd, University of Illinois at Urbana-Champaign

Community psychology deeply values research that focuses on the needs and perspectives of vulnerable and underserved populations. Yet often this research has unique challenges that need to be considered to fully respect the rights, dignity, and wellbeing of participants. In this poster we present key elements from our process of designing a longitudinal qualitative interview study for individuals who have been diagnosed with a terminal illness with a prognosis of 5 years or less. The goal of the study is to understand patient experiences related to end-of-life care and to document the nuances of how this process unfolds for patients. Clearly this is a vulnerable population. The purpose of this poster is to discuss how we navigated certain ethical issues in designing a research study with this particular population. For example, we needed to think carefully about risk and benefit in regards to conducting interviews with patients given their health status. Also, given the prolonged and personal nature of the interviews, we had to carefully define our role as researcher and not clinician. Overall, taking a patient-centered approach to research helped guide our ethical thinking, and encouraged us to maximize benefit. For example, we include questions to help patients make sense of their histories and to engage patients in conversations about the end of life, all of which has been associated with more positive mental health outcomes. Moreover, we discuss balancing how we constructed the design to best meet the needs of our participants while also collecting data that can be used for our research. Overall, our design serves as an example for community psychologists engaging in work with vulnerable populations for ways to approach conducting research that is informative, ethically sensitive, and fundamentally promotes the rights, needs, and dignity of the population.

Patterns and Outcomes of Parent Participation in Flexible Paraprofessional-led Services
Davielle Lakind, University of Illinois at Chicago; Marc Atkins, University of Illinois at Chicago; Tara Mehta, University of Illinois at Chicago; Dana Rusch, University of Illinois at Chicago; Grace Cua, University of Illinois at Chicago; Angela Walden, University of Illinois at Chicago

Positive parenting and parental involvement in children's education hold great promise as counterbalances to the risks and stressors present for ethnic minority children living in communities of poverty. Although highly structured prevention-focused parenting programs have been shown to help low-income ethnic minority parents develop parenting skills, they have demonstrated limited reach and suboptimal attendance rates, particularly for parents contending with multiple stressors. These limitations highlight the need to implement and evaluate innovative prevention programs that can more effectively support participation in services toward the advancement of wellbeing for children and families in vulnerable communities. This analysis will examine parent participation in a school-based prevention-focused service model serving children in pre-K through third grade beginning to show evidence of emotional, behavioral, social and/or academic problems, and their families. Developed through intensive collaboration between university and community partners, and implemented in elementary schools by paraprofessional service providers and clinically trained supervisors, parent-focused services are designed to increase accessibility by utilizing a community-based paraprofessional workforce to provide services; embedding services in schools; providing concurrent case management;

and offering parenting supports through multiple modalities that include home visits, structured learning formats such as parenting groups, and informal individual conversations in person or by phone, text, or email. We will draw on data collected by four community agencies implementing this service model in sixteen elementary schools across four communities to examine the participation of parents (N ≈500) in parenting groups, home visits, individual contacts, and case management across one school year, as well as associations between participation in services and changes in parenting practices. This analysis will facilitate consideration of whether it is feasible and/or effective for parents in low-income ethnic minority communities to participate in services when they are offered in multiple formats, particularly through less formal opportunities to connect one-on-one with near-peer providers.

Promoting Healthy Lifestyles among Latino Youth and Young Adults with Disabilities and their Families
Dalmina Arias, University of Illinois at Chicago; Amy Early, University of Illinois at Chicago; Claudia Garcia, University of Illinois at Chicago; Yolanda Suarez-balcazar, University of Illinois at Chicago; Daniel Balcazar, Marquette University

Latino youth and young adults with disabilities and their families are at a high risk for obesity due to a number of environmental and attitudinal barriers, yet there remains a scarcity of literature on accessible community-based programs promoting healthy lifestyles among these individuals. Grounded in the ecological model, the researchers and their community partners adapted and implemented a culturally relevant community-based health promotion intervention targeting different levels of analysis. The intervention was implemented through partnership with a community-based organization in a predominately Latino neighborhood, and co-led with a community member. The intervention involved 2-hour weekly sessions of physical activity/dance, health education, self-management/goal setting through a family navigator. The majority of families in the program reported a number of behavior changes and high levels of satisfaction with the program. This study has implications for the role of community researchers in addressing health disparities and promoting interventions that enhance healthy lifestyles among individuals who often experience marginalization.

Promoting Well-Being through the Addiction Supportive Housing (ASH) Program in Waterloo Region
Raha Sheivari, York University; Amanda Sanichar, University of Waterloo

Access to affordable housing is an important social determinant of health and crucial for promoting well-being. Reduced levels of government provision in social housing paired with the decline in affordable housing since the 1990s has contributed to a nation-wide homelessness crisis. Homelessness is associated with adverse outcomes for well-being, including: addictions and mental health problems. Research has increasingly emphasized the importance of access to affordable housing as an effective and long-term solution to addressing homelessness. In Waterloo Region, the Addiction Supportive Housing (ASH) program has been designed to provide immediate access to independent, permanent and affordable housing, as well as individualized support based on harm reduction strategies. This community-based research project examines the ways in which access to affordable and supportive housing has made a difference in the well-being of thirteen homeless individuals with addiction and mental health problems, participating in the ASH program in Waterloo Region. This study employs semi-structured interviews to capture the life stories of a subset of ASH participants as they reflect on their transition from being homeless to participating in the ASH program. Through narrative

analysis of life stories, this study gives voice to thirteen perspectives that share a common turning point, that is access to affordable and stable housing, integrated counselling, and a continuum of supports paves the way toward recovery from homelessness and addiction, and allows participants to achieve dignified living.

Psychiatric Hospitalization and Resiliency: Experiences of Adults with Serious Mental Illness upon Reentering their Communities Erin B Dulek, Bowling Green State University; Matthew Francis Benoit, Bowling Green State University; Katie Strebelow, Bowling Green State University; Catherine Stein, Bowling Green State University

Psychiatric hospitalization can be viewed as a difficult life event that can cause disruptions in several life domains. Individuals who experience a psychiatric hospitalization are at a greater risk for experiencing readmission to the hospital and social stigma that can interrupt their ability to function in daily life, and even suffer work-related setbacks. Much of the research characterizes resiliency as a set of traits possessed by an individual. Studies using such measures found that adults with serious mental illness have lower resiliency scores than the general population. However, relatively little is known about specific aspects of resiliency that adults might rely upon in their adjustment to community life after psychiatric hospitalization. The present qualitative study examines first-person accounts of adults coping with a serious mental illness who have experienced a psychiatric hospitalization in a 12-month period. The research examines components of resiliency that assist adults in community adjustment following a psychiatric hospitalization. First-person accounts of adults with serious mental illness are used to better understand the degree to which the psychiatric hospitalization was disruptive to everyday routines and social relationships, and ways that individuals readjusted to community life after hospital discharge. It is expected that the perceived quality of participants' social relationships and individual resiliency components (e.g., goal setting, commitment, adaptability to change, patience, and experiences of past success) will be associated with participant's accounts of readjustment to community life following a psychiatric hospitalization. By having a better understanding of resiliency components associated with better post-discharge community integration, mental health care workers can better serve individuals reentering their community.

Reflection on DePaul University's Undergraduate Concentration in CP Olya Glantsman, DePaul University; Katie RAMIAN, DePaul University; Jazmin Lara, DePaul University; Leonard Jason, DePaul University

In 2006, DePaul University's psychology department created a new Concentration in Community Psychology. Among other things, this process required creating three new courses including Principles of Field Research and Action and a two-quarter Field Work class. Over the course of ten years, the program has undergone some positive transformations and has graduated 109 students. For the program's ten-year anniversary, a group of undergraduate students, under the supervision of their instructor, set out to evaluate the efficacy of the concentration. Among other things, this poster presents the details of the concentration's curriculum and highlights the findings from the study of the survey of the program's alumni.

Social Factors Associated with Sexual Decision Making Jessica M Burash, Bowling Green State University; Sindhia Swaminathan, Bowling Green State University; Mercedes Barbara Pratt, Bowling Green State University; Tabitha Waite, Bowling Green State University; Eric Dubow, Bowling Green State University

Social factors have been shown to predict sexual attitudes and behaviors. Religiosity is associated with conservative sexual attitudes and less sexual behavior (Luquis et al., 2011; Penhollow, 2005), whereas parental communication about sex and exposure to sexual media are associated with positive sexual attitudes and more sexual activity or partners (Carroll et al., 2008; Levine Coley et al., 2013; Sneed, Tan, & Meyer, 2015). Although previous research has found relations between social factors and sexual decision making, few studies have examined how these factors relate to decisions to consent to unwanted sexual activity. Unwanted consensual sex (UCS) occurs worldwide, but is especially prevalent among college students in the U.S. (Sprecher et al., 1994). UCS has been linked to negative outcomes, including both physical and emotional risks (Katz & Tirone, 2009; Katz & Tirone, 2010). The present study explored relations between social factors and motivations to have UCS in a sample of sexually-active college students. Participants completed an anonymous survey including questions about UCS, religiosity, exposure to sexual media, and parental openness of sexual communication. Participants also rated the importance of various motivations for engaging in UCS, including reasons relating to seeking partner approval, peer influence, increasing commitment or intimacy, avoiding negative consequences, or seeking physical pleasure. While results indicated that none of the social factors predicted whether participants engaged in UCS, significant relations emerged between the social factors and specific motivations for having UCS. Religiosity was negatively associated with Partner Approval motivations; sexual media exposure was positively associated with Partner Approval, Peer Influence, and Physical Pleasure motivations; and father's open sexual communication was negatively related to Partner Approval and Physical Pleasure motivations. These results imply that, while social factors may not be directly related to UCS behavior, certain social factors may relate to sexual decision making in important ways.

Social Justice Warriors: Consciousness Raising on the Digital Front Jessica Hartl Majcher, Bowling Green State University; Lindsey Roberts; Elizabeth Emley, Bowling Green State University; Catherine Stein, Bowling Green State University

Raising consciousness about social injustice is a critical first step in promoting advocacy and social change. In the current digital era, social media has become a new front line of consciousness raising and citizen participation. In particular, the website Tumblr has developed a reputation for its social justice-oriented community. Tumblr is a microblogging platform that allows users to create posts containing texts, images, and videos. Tumblr users have the option of assigning hashtags to their posts. A hashtag is a caching tool that allows users to label the content of their posts and assists visitors in locating posts regarding specific topics, including issues relating to social justice. However, the role of social media sites like Tumblr in consciousness raising about social injustice is in the early stages of systematic study. The present qualitative study examines the perspective of social justice bloggers on Tumblr. Participants were identified based on their posts assigned with at least one of the following five hashtags between March 16-29, 2016: Feminism, Racism, Black Lives Matter, Social Justice, and Social Justice Warrior. Tumblr users who posted social justice-oriented content at least twice using one of these hashtags during this two week period were invited to complete an online survey with open-ended questions regarding their experiences blogging about social justice. Participants described their primary reasons for blogging about social justice on Tumblr and the pros and cons they have witnessed using this platform for this purpose. Responses to these questions were coded based on common

themes. These themes are explained with exemplar quotes. Implications regarding these findings and the role of online communities in raising consciousness and social action are discussed.

Social exclusion of people living with mental illnesses in Burkina Faso: A culturally sensitive approach. Émilie Pigeon-Gagné, Université du Québec à Montréal; Maurice Yaogo, Université Catholique de l'Afrique de l'Ouest; Anne-Sophie Cardinal, Université du Québec à Montréal; Thomas Saïas, Université du Québec à Montréal

The exclusion of people living with mental health disorders in low income countries has recently been acknowledged as a global health priority (Collins et al., 2011). However, research projects and actions related to mental health remain scarce (World Bank, 2016). In Burkina Faso, the lack of governmental spending and initiatives still limits the understanding of the mental health needs and the various socially shared conceptions of mental illnesses among the general population (Duthé et al., 2016, WHO, 2014). In this presentation, we propose a small-scale community-based intervention aiming at reducing social exclusion of individuals in an urban setting. Data from a short ethnographic inquiry in the city of Bobo-Dioulasso was thematically and conceptually analyzed, which allowed the identification of more than 30 main conceptions of mental illness and its representations, which showed to have an incidence on various dimensions of social inclusion/exclusion : 1) the behaviours adopted toward mentally ill individuals, 2) the kind of help-seeking behaviours adopted by mentally ill individuals and their families, and 3) the community's perceptions about possible change and usefulness of mentally ill individuals. Based on these results, the logic model of an exclusion-reduction psychosocial intervention will be presented. This logic model is based on the following assumptions: 1) the intervention must provide information about mental illnesses and existing services, 2) the intervention must be congruent with main conceptions about mental illness, 3) the intervention must provide support and opportunities to families, and 4) the intervention must engage in dialogue with local governmental institutions. This presentation will lead to an open discussion in which presenters will be invited to discuss moral and ethical reflections, as well as possible bias in the process, unintended consequences of the proposed intervention, and implementation issues.

Solidarity and Support: Understanding Sibling Relationships Among Families Living with Parental Mental Illness Catherine E Petrowski, Bowling Green State University; Erin B Dulek, Bowling Green State University; Kevin Walker, Bowling Green State University; Leah Chipps, Bowling Green State University; Catherine Stein, Bowling Green State University

Community psychology has had a long standing commitment to research and action for adults with serious mental illness and their families. Young adult children often serve as primary sources of support and care for their parents living with mental illness. A small number of studies have explored the lives of these young adults, with the majority focusing on negative outcomes for children from families with parental mental illness. Literature suggests that social support, particularly from family members, can protect against the potential negative outcomes associated with having a parent with mental illness. Sibling relationships represent an overlooked, yet potentially powerful source of social support for young adults with parents with mental illness. The present qualitative study examines the lived experience of young adult siblings with mothers living with mental illness. It employs a multiple perspectives design by examining the accounts of two siblings from 12 families to gain increased insight into the unique family systems and networks of participants. A total of 24 young adults will

complete individual semi-structured interviews to understand their views of the challenges and rewards of family life when mother has mental illness. Young adults will be invited to share their views about their sibling ties and the role that siblings play in coping with challenging family circumstances. A directed content analysis approach will be used to find similarities and differences in siblings' family experiences. Implications of findings for research and action for families coping with serious mental illness will be discussed.

Sources of Face-to-Face Social Support as Predictors of Online Activity Lindsey Roberts; Lynnel Goodman; Jessica Hartl Majcher, Bowling Green State University; William O'Brien, Bowling Green State University

Many studies of social support have focused on tangible, face-to-face support, but in recent years, a growing number of studies have considered the role of online social support. However, the relationship between online and face-to-face social support remains unclear. The present study examines the relationships between various sources of an individual's face-to-face social support, their online friendships, and sense of belonging to an online community. Participants (N=338) from 25 countries completed an anonymous survey (using Amazon's Mechanical Turk) assessing social support within online and face-to-face communities, as well as typical internet use. Sources for face-to-face social support were significantly correlated to both an increased sense of online community (r's ranging from 0.15 for religious community to 0.48 for support from online friends) and to online social support (r's ranging from 0.15 for religious community to 0.28 for workplace satisfaction). A regression model accounting for age, sex, and the included sources of face-to-face support was run for the three overall outcome measures ($R2$ ranging from .184 to .237, p<.001 for all), as well as on individual online communities (Facebook, Instagram, Twitter, Tumblr, Reddit, LinkedIn, and massive multiplayer online role playing games). The most common predictors were religious community, with significant β ranging from .16 (Tumblr) to .37 (LinkedIn), and relationship satisfaction, with significant β ranging from -.39 (Tumblr) to -.35 (Instagram). These findings suggest that individuals might engage with online communities for multiple, potentially disparate reasons: to compensate for a lack of supportive face-to-face relationships and to bolster their face-to-face communities.

Stocking Our Gender Measurement Toolbox: Improving Measurement of Gender-Based Variables Wendi Siebold, Strategic Prevention Solutions; Brandy Selover, Idaho Coalition Against Sexual & Domestic Violence; Alexa Prunella, Strategic Prevention Solutions; Sharon Wasco

Although gender equity has emerged as a protective factor and social determinant in the fields of violence prevention and public health, the measurement of gender equity is quite a messy prospect. This poster presentation will present the initial results from our psychometric testing of new and adapted measures of all things gender equity. Specifically, we analyzed a multitude of items that purport to measure constructs such as gender equity, gender stereotyping, rape myth acceptance, gender norms, etc. from a schoolwide survey of over 1,600 middle and high school students in Idaho. We set out to determine the presence of "healthy social constructs of gender" among students in our efforts to prevent adolescent dating abuse, and as a result, we walked through the looking glass and are now ready to share what we found within -- our initial psychometric results. Results displayed here help distill which items align most closely to form scales that can be used to measure several different gender-based

variables.

Structured Mentoring for Youth at Risk of Juvenile Justice Involvement: For Whom Does it Work? Gabriel Kuperminc, Georgia State University; Timothy Brezina, Georgia State University; Erdal Tekin, American University; Hannah Joseph, Georgia State University

Research demonstrates the potential of youth mentoring programs to contribute to reduced risk for problem behaviors and improved psychosocial outcomes; however, the typically modest effect sizes (e.g., DuBois et al., 2011) have left researchers and practitioners searching for strategies to enhance the impact of such programs. One approach seeks to add value by combining mentoring with other program components, such as academic or skill-based curricula (Kuperminc et al., 2011). This poster will present findings from the evaluation of the Mentoring Toward College (MTC) Program, developed by Big Brothers, Big Sisters (BBBS) of Metro Atlanta. MTC adds "an extra layer of mentoring" to the standard BBBS program, including structured and age-appropriate activities to foster social, emotional, and cognitive development. The evaluation is a randomized trial of 450 youth (predominantly African American, grades 4-8, from disadvantaged backgrounds including low SES, single-parent households, and parental incarceration) assigned to MTC or 'standard' mentoring. Preliminary analyses revealed that, consistent with past studies, youth in both groups showed significant improvements on multiple outcomes, including academic self-efficacy, antisocial values, victimization and delinquent behavior. There were few overall MTC-specific effects; however, there was evidence that subgroups of youth might benefit from participating in MTC. Specifically, boys in the MTC condition reported lower frequency of school delinquency (b = -.14, p < .05) and general delinquency (b = -.77, p < .05) than those who received standard mentoring. Similarly, among the subgroup of youth that reported high levels of engagement in their mentoring relationship, MTC youth reported lower frequency of school (b = -.15, p < .05) and general delinquency (b = -.88, p < .05). The poster will further examine characteristics of youth, mentors, and the mentor-mentee relationship to better understand the conditions under which enhancements such as MTC are likely to improve youth outcomes.

Tenant organizing as community psychology practice: Where liberation, empowerment, and public policy intersect Jennifer Hosler, University of Maryland-Baltimore County

For a community psychology practicum placement, I work with a community organizing group in Washington, D.C. that aims to promote affordable housing and racial equity in housing. Throughout the year-long placement as part of my coursework in a community psychology doctoral program, I am writing reflexive journals to reflect on both the organizing process and on themes salient to community psychology, such as racial and economic justice, empowerment, and citizen participation (Kloos et al., 2011). Using autoethnography (Ellis, Adams, & Bochner, 2010; Glesne, 2011) to analyze my reflective journals, I am exploring how tenant organizing provides me with illustrations of the intersections among liberation, empowerment, and public policy. For the proposed poster, I will 1) analyze my experiences as an outsider crossing lines of race and class (Brodsky & Faryal, 2006; Corbin Dwyer & Buckle, 2009; Kerstetter, 2012); 2) explore the theme of self-liberation and ally development in working for the empowerment and liberation of others; and 3) consider how public policies related to housing intersect with the first two themes, affecting multiple ecological levels of citizen and community life (Maton, 2016).

The Effects of American and Ethnic Identity Formation on Emotional and Behavioral Problems Wojciech Kaczkowski, Georgia State University; Kevin Swartout, Georgia State University; Wing Chan, Georgia State University

The rise of international migration has brought considerable attention to the process of acculturation among migrants. Past research recognized identity formation as one of the key components of acculturation. Migrants with integrated cultural identity (i.e., identifying both with their host and native cultures) generally report the most favorable psychological outcomes, while those who do not identify with either culture tend to have the least favorable outcomes. Some research findings, however, challenge this claim, suggesting that this relationship is more complex and multifaceted. Our study seeks to expand on this research by examining the effects of identity formation on a range of emotional and behavioral problems among immigrant adolescents. Seventy six high-school students, both first- and second-generation immigrants, completed self-report surveys, including the identity sub-scale of the Language, Identity and Behavior (LIB) Acculturation Scale and the internalizing and externalizing subscales of Youth Self-Report (YSR). For identity formation, we examined identification with American culture (AIF), identification with one's own ethnic group (EIF), and their interaction. Overall, AIF is positively associated with internalizing (β=1.99, t(72)=3.69, p<0.01) and externalizing (β=1.69, t(72)=3.26, p<0.01) behaviors, while EIF is only related to internalizing (β = 1.02, t(72) = 2.76, p<0.01). Interaction results revealed that the effect of AIF on both internalizing (β=-2.17, t(72)=-3.24, p<0.01) and externalizing (β=-1.77, t(72)=-2.74, p<0.01) behaviors varied depending on the levels of EIF. Interestingly, adolescents who did not identify with either culture reported lowest levels for all behavioral problems, while those who identified only with American culture had the highest levels. Thus, our study provides further evidence challenging the notions of integrated identity as the most adaptive and lack of identity as the least adaptive identity formations in terms of behavioral adjustment. Further research needs to be conducted to identify potential factors explaining this relationship.

The Health Benefits of Support Giving: A Meta-Analysis Thomas Laporte, University of North Carolina at Charlotte; Michael Heeney, University of North Carolina at Charlotte; Mason Haber, University of Masssachusetts Medical School

The relationship between social support and health is well-established. Although most of the research on social support and health focuses on support receiving, giving support has also been shown to contribute to markers of positive health and wellness, such as reciprocity in social relationships and self-esteem (e.g., Jaeckel, Seiger, Orth, & Wiese, 2012). Support giving may also have a transformative impact among individuals at risk for marginalization due to disability (e.g., individuals with mental illness) or ageism (i.e., youth, or older adults), by providing access to a positive social role (i.e., one that involves giving support to others; Wolfensberger, 2000). The present meta-analysis, grounded in theories of wellness (e.g., Cowen, 1994) as well as role-identity theory (Thoits, 1986), examined the overall relationship between support giving and health and tested two moderators, including whether this relationship was more strongly associated (1) (positively) with wellness than (negatively) with illness; and (2) with health outcomes among individuals at risk for marginalization versus other populations. Meta-regression analyses were also used to examine a potential interactive effect of the two moderators on the giving-health relationship. Results showed a small overall relationship between giving and health outcomes, with stronger associations among studies focusing on wellness rather than illness. Further, meta-regression results

showed a two-way interaction of the wellness vs. illness and marginalized population moderators, such that the strongest giving-wellness relationships were among individuals at risk for marginalization due to age or disability. Findings support shifting to support giving, and using wellness and role-identity frameworks as a basis to transform research on social support and health. Participants will be asked to reflect on ways that they examine or facilitate support giving in their research and community work.

The Importance of Community-Campus Partnerships When Developing a Campus Cessation Program Jasmine Douglas, Wichita State University; Amanda Aguila, Wichita State University; Greg Meissen, Wichita State University

Community partnerships are critical when developing policy for a tobacco-free campus and a comprehensive prevention and cessation initiative. Wichita State University implemented a new tobacco free policy, effective July 1, 2017 based on the work of a coalition led by the WSU Community Psychology PhD program which consisted of campus leaders, students, and community members. The coalition understood this new policy will affect tobacco users more than any other group as nicotine addiction is a difficult personal and health issue. With the collaboration of the county's tobacco control coordinator, campus student health, and the WSU Counseling and Testing Center the coalition will be designing and implementing a campus-community prevention and cessation initiative. This poster will discuss the collaborative process between campus and community partners involved in the research and advocacy behind the new policy and the development of the prevention and cessation initiative which in part based on a campus wide needs assessment of students, faculty and staff. The random sample survey (n=215) of those who had used tobacco any time in their life found that 42.8% of participants still used tobacco products on a regular or semi-regular basis. The Smoker Typology Scale, which further classifies tobacco users in two groups, found that 48.9% of the users were social users and 44.5% were dependent users (Rosa & Aloise-Young, 2015). This study indicates that a prevention approach to social smokers along with comprehensive tobacco cessation services for those addicted to nicotine will be needed with different messages and approaches.

The Role of Campus-Based Advocacy and Prevention Professionals in Campus Culture Change LB Klein, University of North Carolina at Chapel Hill School of Social Work; Andrew J Rizzo, University of New Hampshire

This poster presentation will explore the challenges and opportunities faced by professionals working in interpersonal violence prevention and advocacy programs on college campuses. The first campus prevention and advocacy programs appeared over thirty years ago, but to date there had been no previous rigorous review of these programs. We present findings from the first national study of these programs. This study used a participatory mixed methods approach that engaged campus advocates and prevention professionals at all stages. We hope to not only elucidate the trends and gaps in training and services nationwide, but also amplify the voices of these subject matter experts. Key themes include institutional inertia, institutional support and leadership buy-in (or lack thereof), and tensions between pressure for short-term results and desire to achieve measurable and meaningful culture change over time. We will provide recommendations on how diverse institutions can leverage the knowledge and expertise of campus-based prevention and advocacy professionals' about what is and is not working to achieve true campus cultural change. Discussion of the participatory research process and the challenges and opportunities of building a sample and collecting data during a critical cultural moment will

also be discussed.

The Role of Public Policies in Latinx Immigrants' Enactment of Culture across the US Sara Buckingham, University of Maryland-Baltimore County; Krizia Vargas-Garcia, Virginia Commonwealth University; Angela Angulo, Virginia Commonwealth University; M. Cecilia Suarez-Pedraza, University of Maryland College Park

Public policies have a unique ability to shape the ways in which individuals enact culture, restricting certain expressions of culture while facilitating others. The impact of policies on culture can be readily seen in immigrants' acculturation, as immigrants must simultaneously navigate their cultures of origin and the cultures of their new receiving communities. Some policies may be formulated to compel cultural change to receiving communities whereas others may directly support cultural maintenance of immigrants' original customs (Bourhis et al., 1997). We sought to understand the impact local, state, and federal policies have on Latinx immigrants' acculturation through this community-based, mixed-methods study. Four hundred fifty-six first generation Latinx immigrants (ages 18–77, M = 37.88) who had lived in the United States for less than a year to 55 years (M = 16.75 years) completed survey measures and a subset (n = 73) participated in 12 focus groups in Arizona, New Mexico, Maryland, and Virginia. The sample included naturalized citizens along with authorized and unauthorized immigrants, and matched immigration patterns in these communities. Quantitative results indicated that, on average, Latinx immigrants living in sites with more restrictive immigration-related public policies were more likely to make greater cultural changes to their receiving communities. However, these changes were compelled rather than welcomed, as immigrants were less likely to make desired cultural changes and maintain their desired cultural customs. Qualitative results revealed that the relation of public policies and acculturation is complex, impacted by: (a) individuals' legal immigration statuses, (b) implementation of policies, and (c) rapid policy changes and resulting confusion. The implications of these results will be discussed, with a focus on how public policies can support immigrants' abilities to acculturate in their preferred ways as well as promote societal multiculturalism.

The Role of Skin Complexion on African-American Emerging Adults Alissa Bey, Wichita State University; Rhonda Lewis, Wichita State University

Colorism is a global phenomenon that has disenfranchised people of color, even from the most privileged backgrounds, for over a century. Skin complexion discrimination is an important factor to consider when examining the experiences of Blacks. Therefore, our study aims to make an impact within the Black community by expanding the colorism literature through examining the effects of colorism on the lives of Black emerging adults and their health and well-being. A total of five focus groups were conducted with male and female college students and a brief survey was given to undergraduate participants (N = 14) age 18 – 25 in order to gather information about participants' experiences throughout their lifetime regarding skin complexion. The survey assessed self-perception of skin complexion, satisfaction level with skin complexion, and life satisfaction. Analysis showed some emerging themes that impact colorism: family dynamics, media, gender differences, skin complexion privileges, and resiliency. This research supports the idea that colorism functions through social ecology such as the family and media, and has been ingrained within Black culture. Colorism is a social justice issue perpetuated by how Blacks are socialized to believe that skin complexion asserts status and privilege. In order to address this issue, community psychologists must mobilize in

action against such discrimination which has been guided by a history of racism. We recommend that practitioners working with African-American populations encourage empowerment by fostering a positive perception of skin complexion diversity through changing the negative perceptions and harmful ideologies that surround skin complexion and affect the social and psychological well-being of African-American emerging adults. Exploring the role of skin complexion adds another layer of complexity to the issues that divide us in this country. More research is needed in this area. Limitations and implications for future research will be discussed.

> The role of social networks in helping adults cope with the loss of a sibling Matthew Francis Benoit, Bowling Green State University; Gina M Mattei, Bowling Green State University; Alicia M. Selvey, Bowling Green State University; Catherine Stein, Bowling Green State University

Community psychologists have had a long standing interest in the role of the social environment in helping individuals cope with difficult life circumstances. There are few life events more tragic than the death of a sibling. Sibling relationships are characterized by a strong endurance and stability throughout adulthood, even in the face of familial change and adverse life events. Research suggests that supportive relationships with other people play a significant role in limiting distress related to the death of a family member. Bereavement has been described as a "social network crisis." This can be particularly true with the loss of a family member, as it disrupts the nature of relationships with other family members. Unfortunately, there are relatively few empirical studies that focus specifically on how siblings cope with the death of a brother or sister. The present study uses a personal network approach to examine the perceived social ties of adults who have experienced the death of a sibling. The network approach provides detailed information about the composition of network ties and gives a more targeted assessment of perceived sources of support between family, friends, and other types of network ties. A network analysis can identify perceived sources of conflict among networks ties as well as support. The research uses a sample of 30 adults from all walks of life who have lost a sibling between one and five years ago. The study identifies aspects of the perceived structure of adults' networks (size of network, proportion of family, friends, etc.), and the functional aspects of network ties (types of support and conflict related to sibling's death) that may be related to bereaved adults' reports of coping and psychological adjustment to the loss. Implications for future research and interventions are discussed.

> Transforming women's health: Understanding what multilevel factors diffentially shape preconception care use among non-pregnant reproductive age women. Kyrah Brown, Sedgwick County Health Department; Jvonnah Maryman, Sedgwick County Health Department

Preconception care aims to optimize women's health before and beyond pregnancy, and reduce risk for poor maternal and infant health outcomes. With the shifting U.S. political climate, a focus on women's health and health care across the life course is especially important. Additionally, an understanding of the multi-level factors that shape women's health care utilization can inform existing efforts to transform women's health in communities. The purpose of this sequential, exploratory mixed-methods study was to identify facilitators and barriers to preconception care among non-pregnant, reproductive aged women. In phase one of the study, focus groups were conducted with 21 women to identify themes related to preconception care facilitators and barriers. Using expert review and

member-checking, key themes were used to inform the development of a survey which was administered to 200 women in South Central, Kansas during phase two of the study. Qualitative findings revealed that women's preconception care utilization is shaped by a variety of individual, social and structural factors, including established pattern of health use in early life, awareness of personal or family health, and health system delivery issues. Preliminary survey findings revealed key differences in the role of facilitators and barriers to care between preconceptional women (defined as women who have never been pregnant) and interconceptional women (defined as women who have had a prior pregnancy). Findings can be used to inform interventions focused on ensuring women's right to optimal health by reducing barriers to preconception health care. In line with a lifecourse perspective, tailored intervention approaches based on women's reproductive stage is especially important. Further, such interventions should address multi-level factors that facilitate or impede women's use of preconception care services.

> Understanding the Impact of Evaluation for both Community Partners and Community Psychology Students Sarah Gabriella Hernandez, University of Illinois Chicago; Emily Bray, University of Illinois at Chicago; Yolanda Suarez-balcazar, University of Illinois at Chicago; Amber Kraft, University of Illinois at Chicago

Teaching evaluation with a focus on experiential learning, collaboration, and engagement with community organizations, which serve consumers from diverse ethnic and racial backgrounds, is a form of transformative research and action. Moreover, through the facilitation in the classroom, collaborative evaluation planning has mutual benefits for community psychology students and community partners (Darabi, 2002; Hurley et al., 2005; Trevisan, 2004). Although many disciplines emphasize working collaboratively with communities for social change, we have little information about how classroom-based, experiential program evaluation experiences impact both the intended community organizations and community psychology students. Therefore, the goals for this study are to (1) illustrate the benefits of using a collaborative innovative model for building evaluation capacity among both students and community partners and (2) understand the development of evaluation skills among organizational staff following collaboration with students. We are interested in describing case-specific examples of this collaborative process and how the evaluation plan has been used at the organization level (Baxter & Jack, 2008). Implications for teaching evaluation skills to community psychology students and creating partnerships with communities to develop an evaluation plan will be discussed.

> Victimization and Suicidal Ideation Among LGBQ Youth and Students with Disabilities: An Examination of Intersecting Identities Nickholas Grant, University of Illinois at Urbana Champaign; Matthew King, University of Illinois at Urbana Champaign; Gabriel Merrin, University of Illinois at Urbana Champaign; Dorothy Espelage, University of Florida

Although bullying or peer victimization does not cause suicide, research has shown that bullying and victimization are important predictors of adverse psychological outcomes for youth. Among LGBQ students and students with disabilities, the effects of bullying and victimization are particularly worrisome, with reported rates being higher relative to their peers. The extant literature shows that stigma-related stressors like peer victimization due to identity, when combined with typical daily stressors, predict poor outcomes such as suicidality. However, less is known about the psychosocial outcomes of LGBQ youth and students with disabilities and no study, to our knowledge, has examined the intersection of these

two identities with regards to suicidal ideation. Using a sample of 11,364 high school students, multilevel analyses was conducted to examine the influence of multiple stigmatized identities, peer victimization, and school connectedness on suicidal ideation. Both LGBQ students and students with a disability reported significantly more suicidal ideation than their peers. Also, students who identified with both stigmatized identities reported higher levels of suicidal ideation than their peers who identified with one or no stigmatized identities, regardless of the level of peer victimization. At low levels of peer victimization, however, students with a disability who do not identify as LGBQ reported slightly higher levels of suicidal ideation than their LGBQ peers without a disability. In contrast, at high levels of peer victimization, LGBQ students without a disability reported higher levels of suicidal ideation than their peers with a disability and their heterosexual peers without a disability. Our findings suggest the need to examine the role of intersecting identities in the bullying dynamic among all students. These findings provide further evidence supporting the use of targeted school-based interventions that directly address victimization and promote a positive, accepting school culture.

"I don't think my child would be alive if I didn't go": Exploring Participant Experiences of Community Impact Programmes Peta Dzidic, Curtin University; Suze Leitao, Curtin University; Mary Claessen, Curtin University; Mark Boyes, Curtin University; Fiona Lee, CLAN Midland; Justine Roberts, United Way

In response to concerns regarding the instance of family breakdown, a not-for-profit organisation was established to provide support and prevention strategies to a community located on the urban fringes of the metropolitan city of Perth, Western Australia. Over 20 years of anecdotal and experiential knowledge regarding the effectiveness of the organisation's programme implementation prompted interest for formal evaluation. This poster reports on a project aimed to give voice to parents and/or grandparents, who have engaged in community impact programmes facilitated by the organisation. Semi-structured interviews were conducted with 23 participants, who shared their experience of engaging in one or more programmes. Interview transcripts were analysed thematically. Participants shared great detail of their, at times, highly challenging lived experience; their life stories serving as valuable context as to the significance and value of programmes outcomes. Specifically, participants lived experience of programme engagement fell into two overarching themes: I came, I learnt depicting their appreciation of the practical life skills developed through program engagement, and, I came, I grew, depicting participants accounts of personal transformation which they attributed to programme engagement. This growth centered on confidence development, and was a quality of programme engagement participants had not anticipated as an outcome. Of significance was the propensity this development of confidence had to enrich not only the life of the participants themselves, but also of their child/ren, family, and their broader community.

Culturally-Influenced Motivations and Barriers to Voluntary Civic Engagement in Egypt Salma Fathy, The American University in Cairo, New Cairo, Egypt

Why do some university students choose to become more civically engaged than others? Much research has been done to answer this question; for example, motivations for volunteering have been found to include civic values, desire for self-development and esteem, preparing for career (e.g., enhancing CV), adhering to cultural norms, and to escape negative feelings. However, most of this research has been conducted in North America. This exploratory research attempts to identify the various motivators that encourage Egyptian youth to become civically engaged, and the barriers that prevent them from doing so, with attention to culture-specific factors that are not emphasized in previous research. Data was collected by conducting nine focus groups with 67 students from seven private and public universities across Egypt. The data was then thematically analyzed and categorized into motivators and barriers for civic engagement. Fourteen motivators and thirteen barriers emerged from the data. Many of the themes identified lined up with those found in the literature, but the research also uncovered some motivators and barriers that were specific to the Egyptian context. For example, students often volunteered as a result of social motives such as wanting to make friends or spend time with friends, sometimes without even knowing what the volunteer opportunity entailed, whereas individualistic motives were rarer. Students often reported a transformative change after engaging in the activities, particularly civic service, when they realized the importance of the work and developed civic values. Governmental restrictions and family pressures to focus on academics were barriers to volunteering, showing the impact of external factors on students' decisions whether or not to volunteer. These results suggest that more collectivistic countries may face a different set of opportunities and challenges in promoting youth civic engagement, and that particular attention should be paid to these socio-cultural factors.

Visualizing Racial Disparities in HIV Among Young Men Who Have Sex With Men in Chicago Elizabeth Mcconnell, DePaul University; Patrick Janulis, Northwestern University; Gregory Phillips, Northwestern University; Brian Mustanski, Northwestern University; Michelle Birkett, Northwestern University

Black young men who have sex with men (YMSM) have alarming rates of HIV and are disproportionately impacted by the HIV epidemic (CDC, 2012; 2016; Maulsby et al., 2014; Millett, Flores, Peterson, & Bakeman, 2007; Millett et al., 2012; Prejean et al., 2011; Sullivan, Salazar, Buchbinder, & Sanches, 2009). Although research to date has identified a number of individual risk factors linked to HIV, Black YMSM report comparable or fewer of these individual risk factors relative to YMSM of other racial/ethnic groups (Hallfors, Intani, Miller, & Bauer, 2007; Mauslby et al., 2014; Millett et al, 2007; 2012). Thus, research is shifting from a focus on individual risk behaviors to social contextual factors (e.g., poverty, stigma, discrimination) that may drive racial disparities in HIV. The "risk environment" framework highlights the importance of the context within which individual risk behaviors occur in determining the impact these behaviors will have (Rhodes, 2009; Rhodes & Simic, 2005). In the current study, we contribute to knowledge about potential racial differences in risk environments among YMSM in Chicago by visualizing patterns in their social and spatial contexts. Participants were a community sample of racially diverse YMSM aged 16-29 (n=578). Participants completed an interactive network interview in which they provided data about the people in their social, sexual, and drug use networks, including demographics and the neighborhoods in which their network members live. Data were aggregated and used to examine racial/ethnic differences in individual, venue, and neighborhood networks through a series of visualizations using network and geospatial software. Images were then used in in interviews with YMSM of different racial/ethnic groups to elicit their reactions, perspectives, and lived experiences related to the visualizations. Findings illustrate the importance of considering social contextual factors to better understand HIV transmission and racial disparities among YMSM.

168. Lunch (Friday)
SCRA

Other
11:45 to 1:00 pm
Social Sciences Building: First Floor Main Lobby (FSS 1000)

169. SCRA SoundBooth 4: On-site RadioActive interviews to build CP visibility (drop in)
SCRA
Business Meeting
12:00 to 2:30 pm
Social Sciences Building: FSS 5028

Session Organizer:
Natalie Kivell, University of Miami

170. Diverse Careers in Community Psychology: Finding the right work for you
SCRA
Roundtable Discussion
1:00 to 2:15 pm
Social Sciences Building: FSS 1005

Career opportunities for graduates of community psychology and related training programs are vast. However, little time in training programs is spent discussing how to select a career path, how to find a job, or the day-to-day work of a community psychologist across various settings. This interactive roundtable session will include 10 authors of an upcoming book titled Diverse Careers in Community Psychology, who will speak from their own experience and what they have learned over the course of their careers. Each session author has written a chapter in the book and will pair up to lead a table discussion about the sector(s) in which they have spent much of their careers. Table topics will include (1) non-profit leadership, (2) consulting, (3) academic positions (faculty and staff), and (4) government careers. Authors will discuss the pleasures and challenges they find in their work and also touch on tips for finding and landing or creating positions in each of these job sectors. Participants will have an opportunity to rotate and engaged in dialogue at multiple tables during the session. Participants will be encouraged to ask questions and/or add commentary on how their experiences in CP may expand our understanding of career options for community psychologists.

Session Organizers:
Judah Viola, National Louis University
Teresa Garate, Anixter Center

Moderators:
Judah Viola, National Louis University
Olya Glantsman, DePaul University
Amber Williams, National-Louis University
Michelle Bloodworth, Apex

Discussants:
Geraldine L Palmer, Adler University
Teresa Garate, Anixter Center
Greg Meissen, Wichita State University
Vincent Francisco, University of Kansas
Luciano Berardi, DePaul University
Manolya Tanyu, American Institutes for Research

171. Ignite Session 8
SCRA
Ignite Session
1:00 to 2:15 pm
Social Sciences Building: FSS 1007

Participants:

Counterspace Involvement and the Mental Health of African American College Students: Preliminary Findings Jaimelee Mihalski, University of North Carolina at Charlotte; Alexander J Simmons, University of North Carolina at Charlotte; Anna Murphy, University of North Carolina at Charlotte; Jessica J Kim, University of North Carolina at Charlotte; Jessica Prince, University of North Carolina at Charlotte; Andrew Case, University of North Carolina at Charlotte

Counterspaces are settings that challenge deficit notions concerning marginalized populations. In so doing, these settings are theorized to reduce negative psychological symptoms and increase positive ones among counterspace members. While there has been a few qualitative examinations of counterspaces and members' experiences within them, no study to date has quantitatively examined the relationship between counterspace involvement and mental health. One reason for this is the lack of instruments to assess the promotive effects of counterspace involvement. In this presentation, we share preliminary findings on the relationship between counterspace involvement and mental health using a measure of counterspace involvement designed by the senior author. A sample of 110 African American college students (mean age: 21.3) completed measures of depression, positive mental health, and counterspace involvement. Counterspace involvement was assessed using the Inventory of Counterspaces Experiences (ICE), which is derived from Case and Hunter's (2012) Counterspaces framework. The ICE is a 17-item Likert-type scale that assesses the self-enhancing effects of African Americans' counterspace involvement. This instrument first defines a counterspace and then elicits responses on the types of counterspaces (if any) that participants utilize. Participants then endorse their level of agreement with items on the self-enhancing effects of their involvement in these settings. A global score is calculated by adding the responses to all the items. The ICE demonstrated good internal reliability ($\alpha = 0.834$) and the results of simple regressions show counterspace involvement positively predicts positive mental health ($\beta = 0.50$; SE = 0.11; p = 0.00) and negatively predicts depression ($\beta = -0.11$; SE = 0.05; p = 0.02) in African American college students. This presentation highlights these findings and their implications for the literature on Counterspaces.

The Mental Health Care of Mixed-Race Indigenous-Black Women in Canada Ann Marie Beals, Wilfrid Laurier University

As an invisible segment of the Canadian population, mixed-race Indigenous-Black women suffer from the ramifications of a paucity of knowledge and research regarding their mental health (MH) and mental health care (MHC) (Nestel, 2012). Indigenous Peoples and Black Peoples in the diaspora have joined together in sexual relationships for over 400 years, yet there is an absence of acknowledgement of the existence of this racialized group (Brooks, 2002). For both Indigenous and Black Peoples, mental health care services are often culturally unsafe and inappropriate, and lack a critical understanding of the importance of race and culture as determinants of health. These issues undermine the likelihood of Indigenous-Black women seeking and receiving appropriate MHC, with the added potential of misdiagnoses due to racial and cultural differences (Kirmayer & Pederson, 2014). Due to my lived experiences as an Indigenous-Black woman, I am exploring the consequences of intersections such as gender and race, vis-à-vis understanding the MHC of this underserved population. I will privilege an intersectional feminist approach to investigate Indigenous-Black women's experiences with the MHC system and preferences for treatment and healing. Fifteen women will engage in semi-structured interviews and

arts-informed community-based participatory action research methods. These interactions will explore MH concerns, barriers and facilitators of MH, treatment sought in the past and present, and preferred types of treatment and support. This research will contribute to the scarce knowledge regarding the recognition of the identities, MHC, and MH concerns of mixed-race Indigenous-Black women. It may help to create safer supportive environments, assist individuals in actively participating in their MHC, and make the prospect of MHC more desirable. It may offer insight into developing culturally proficient primary MHC strategies, while providing steps toward progressively culturally proficient mental health care providers.

Barriers and facilitators influencing access to traditional Aboriginal medicine in the dominant health care system Caroline Ouellet, Université du Québec à Montréal; Vanessa Sit, Université de Montralé; Michel Rapinski, Université de Montréal; Thomas Saias, Université du Québec à Montréal; Lamothe Lise, Université de Montréal; Cuerrier Alain, Université de Montréal; Haddad Selim Pierre, Université de Montréal

Issue: According to reports from Health Canada, members of Indigenous communities are challenged by greater mental and physical health problems than the general population. Health care appears limited for Indigenous peoples in term of physical access, types of care, and therapeutic relationships. Medicine coming from the dominant system is predominantly offered. This unequal access to the system must be better understood, either on the issue of access to health services or the adequacy of provided services. Despite prevention campaigns and offered care, the health gap continues to increase between Indigenous people and the general population. One possible solution could be to increase access to traditional health care. Objectives: The aims of this research project are to improve access to health care as well as to provide proper, culturally-adapted care. These aims seek to reduce health problems in Indigenous communities and to better understand the social representations they have about Aboriginal traditional medicine and medicine from the dominant system. However, this project cannot be completed without eliciting critical reflections on problems encountered as a community psychologist. Methodology: A critical systematic review of barriers and facilitators encountered is underway to create an inventory of models/experiences of mixed care. In each of three participating communities, 30 individual interviews are performed with users / non-users of health services, health professionals and managers as well as elders and healers to have a better understanding of their needs and requests. Sharing circles are also held to exchange knowledge on the best health care practices, barriers and limits as well as facilitators and demands. A thematic analysis of the interviews will be used to analyze the needs of Indigenous people. Results: The research project is currently underway. Initial results show diverse discourses not only amongst different stakeholder groups but also within each group, notably related to age and lived history.

Dammed if you do, dammed if you don't: Exploring pregnant Aboriginal women's oppression within continued colonisation. Kelly Johanna Prandl, Curtin University, Western Australia

While Indigenous peoples are some of the most researched people world-wide, there is still a lack of understanding of how mental health difficulties are conceptualised within these populations. There are known links between poor perinatal outcomes and maternal stress, yet to date, this has not been explored in an Australian Aboriginal population. Given this, exploratory research was conducted with the Aboriginal community in Perth, Western Australia to explore women's experiences of stress in pregnancy. As a non-Indigenous researcher, I am highly cognizant of the inherent risks of perpetuating colonisation through poorly developed and executed research practices. With this in mind, this research has been developed in close consultation with the Aboriginal community over a period of many years. Pregnant and non-pregnant Aboriginal women were interviewed utilising 'yarning', a culturally appropriate research methodology. The aim of this research was to gain further understanding of the experiences of stress in order to provide health professionals with the knowledge to better support pregnant women to improve infant and pregnancy outcomes. Women's experiences of stress were described within contexts of family structure and obligations which while valued by the women, paradoxically caused them more stress. It was evident that the women were falling victim to continued colonisation, where survival was dependent on 'fitting in' with dominant cultural practices, demanding that they walk away from their culture. This only created more stress in women's lives. This presentation will present a series of tensions between cultural practices and western health practices. These tensions illustrate Western endeavours to 'help', however paradoxically, these endeavours replicate existing systems of oppression, further creating more stress in women's lives. This research illustrates not only the imperative of decolonising western health practices, but also illustrates the pervasiveness of systemic racism within colonised states.

Taking tikanga home: The integrative role of dynamic contemporary of New Zealand whānau Māori practices and the association to their children's school readiness Tia Neha, Victoria University of Wellington

As part of my doctoral research, a parting tono (directive) was posited in my research community about the need to build and develop theoretical foundations that support the interface and intersection between mātauranga Māori (New Zealand Māori knowledge) and science (Durie 2004). However, there is no tikanga whānau (or Māori family customs and practices) integrative framework that closely aligns to culturally relevant practices and knowledge within contemporary whānau (Māori families) or addresses how tikanga whānau relates to the school readiness of Māori children. This presentation will discuss the initial stages of an integrative theoretical approach that draws on tikanga whānau and developmental psychological science. Aspects that will be discussed include: · i) Switching the focus from outcomes to tikanga based processes that help to link and bolster outcomes for whānau and their children. · ii) The drive for longitudinal investigations on the development of indigenous children or, more specifically, Māori children. · iii) Within-culture group variability for Māori children's school readiness, as more attention is paid to between group comparisons of learning. Ultimately, this presentation will explore what is actually happening within whānau networks and consider how to do meaningful and ecologically valid research with whānau and research communities.

Rural Community Psychology: Enhancing Professional Development Susana Helm, University of Hawaii; Hye Won Judy Chung, University of Hawaii at Manoa; Christopher Chow, University of Hawaii

This Rural Community Psychology Ignite presentation will highlight a common challenge in rural health: professional development. Rural communities have limited access to professional development because rural health professionals must travel farther than their urban and suburban counterparts to access professional development, and incur greater personal and organizational expenses in time, funds, etc. This has adverse impacts on recruitment and retention of rural health practitioners. Rural

America and rural Americans generally are designated under federal guidelines as Medically Underserved Areas and Medically Underserved Populations, meaning not enough qualified practitioners provide health services in rural America to rural Americans. Mental Health is consistently underserved. In the case of Hawai`i, most professional development occurs on the island of O`ahu, thus rural practitioners often are unable to participate. Furthermore, the majority of our rural population is of Hawaiian ancestry, the indigenous people of Hawai`i. Notably, people of Native Hawaiian ancestry carry the greatest burden of chronic disease and co-morbid health complications when compared to non-Hawaiians. Given these concerns, we are seeking ways to enhance access to mental health resources that would benefit both our rural population, including Native Hawaiians, and our health professionals who work in rural and Native Hawaiian communities. For this Ignite presentation, we highlight one effort that exemplifies doing more with less. Our Continuing Medical Education Committee already sponsors a seminar through which MDs and DOs earn the requisite continuing education credits. This weekly event is available in-person as well as virtually. Currently we are collaborating with health professions in our State (e.g. psychology, nursing, social work) to determine if they may earn credit for participating in our weekly seminars. The project specific focus is health professionals who work in a rural and/or Native Hawaiian community or whose clients reside in rural communities and/or are of Native Hawaiian ancestry.

> Rural Community Psychology: Coming together for wellness – approaches for successful community surveying strategies in a rural area Melyssa Tsai O'Brien, Grand Valley State University; Laura Quist, Grand Valley State University; Jodi Petersen, Grand Valley State University; Ian Lang, Grand Valley State University; Lisa Venema, Grand Valley State University; Ouen Hunter, Grand Valley State University; Amber Erickson

This Rural Community Psychology Ignite presentation will highlight the surveying methodology for a community health needs assessment conducted in a small, rural community. The purpose of the community health needs assessment was to capture the health status of residents and identify barriers to healthy living. This information was then used to better understand how to create a culture of wellness in the community as well as develop data-informed programs meant to improve the well-being of residents. Given the small size of the rural community and the limited financial resources for surveying activities (one paid staff member and small contracts for assessment activities funded by a few modest grants), the challenge was to obtain a representative sample from a wide range of residents. Surveying strategies centered on utilizing partnerships with the local school district, non-profit organizations, government agencies, corporate and local businesses located in the area, churches, and nearby universities. The focus of these partnerships was to identify community events and existing networks where residents could be asked to take the assessment in-person or online. Specific examples, such as obtaining a large volunteer base, tapping into the friendly competitive spirit of the community, and offering health related incentives, will be presented. Over the course of the survey period covering eight months for adults and one month for youth, more than 2,000 adult and 2,400 youth residents participated in the assessment.

> When Less IS More: The Rural Community College Suzanne M. Phillips, White Mountains Community College

This Rural Community Psychology Ignite presentation offers a case analysis of an uncommonly successful community college. White Mountains Community College (WMCC), located in a remote corner of northern New Hampshire, enables an outstanding proportion of students to persist in higher education. At a time when many community colleges report completion rates at or around 10%, this rural school consistently sees completion rates above 40%. Using the strategy of learning from «positive deviants,» this case analysis explores possible factors behind the unusual success of WMCC students, including unanticipated benefits of a remote location, the impracticality of staff working in «silos» in a small institution, and the surprising availability of experienced adjunct faculty. While some success factors are unique to WMCC's particular setting, others may reflect assets shared with other rural community colleges.

172. Public Policy 601: Climate Change & Grassroots Advocacy- A Core Competency #15 Workshop
SCRA
Workshop
1:00 to 2:15 pm
Social Sciences Building: FSS 1030

As United Nations Secretary General (UNSG) announced, the Paris Agreement on climate change is now in force (www.un.org). As stated, urgent action by all Governments and sectors of society is needed to: reduce greenhouse-gas emissions, strengthen climate resilience and support most vulnerable to adapt to climate impacts (2016, October 5 Press Release). This workshop is for community psychologists (CPs) concerned about climate change and willing to take action at community level, with focus on UNSG's first priority-- reducing green-house gas emissions, through prevention, a core value of CP. Other CP core values key to reducing emissions: second order change, advocacy, empowerment and citizen participation (Heller, et al. 1984). CPs are trained in all areas and ideal agents to prevent climate change consequences and help implement Paris accords. How can green-house emissions be reduced? This requires transition from fossil fuels to renewable energy, including solar and intervention at grassroots levels, to empower citizen participation in adopting renewables-- a challenging but feasible goal. The workshop enables and guides CPs to promote and empower citizen participation in renewable energy decision making. The workshop identifies challenges and impediments, and how to overcome. This requires understanding national, regional and local public policies that allow, or limit, renewable energy, their interface with fossil fuels, economics of renewables and conflicting interests of stakeholders, especially guardians of status-quo. The workshop format allows small and large group discussions to reveal and address conflicting interests of key stakeholders: policymakers, public utilities, communities and citizens. The session addresses citizens of low income who also need renewable energy choices. Finally, the workshop provides case studies and model policies that can be replicated in other jurisdictions.   This workshop is a new addition to Public Policy Workshop series offered at SCRA Biennials since 2005, namely Public Policy Workshops 101-501 (SCRA Conference Programs 2005-2015).

> Presenter:
> Christopher Corbett
> Session Organizer:
> Christopher Corbett

173. They can build a wall, but we [community psychologists] will build the resistance: A call for interdisciplinary collaboration & action among scholar-activists geared toward civic engagement & social justice practices.

SCRA
Town Hall Meeting
1:00 to 2:15 pm
Social Sciences Building: FSS 2005
This town hall meeting seeks to promote an interdisciplinary discussion between students, faculty, and professionals centered on the role of the "scholar-activist" within community psychology. Our objective is to highlight how community psychology has historically worked to promote social justice and how these strategies can be applied today in partnership with grass root organizations and academia. Social movements are currently salient in the public eye. Examples include: Black Lives Matter, Standing Rock, and Anti-Trump protests. The field of community psychology recognizes social movements as an effective strategy to create systemic change, however, it provides little support in the organization, training and mobilization of these agendas. Furthermore, while the field refers to itself a one of "scholar-activism," are we living up to this title? Bird, Silver, and Yesnowitz (2013) define the "scholar activist" as "…a particular form of public intellectual who attempts to bridge the cultural divide between academia and American society" (p.1). Does this definition provide full clarity and direction? Given the current urgency to collaborate and support community mobilization, it is imperative that we help to bridge the gap between theory and practice. How can we promote the rise of "scholar activism" in a time of social movement and unrest? This town hall meeting will present a brief presentation of current social issues followed by a review of the multiple definitions of a "scholar-activist." Participants will then be invited to share their reflections in relation to current and past social movements. Discussion will focus on 1) clarifying the definition, roles, and responsibilities of a scholar-activist, 2) addressing ways to increase scholar-activism within community-based participatory action research, 3) brainstorming manners to foster and increase collaboration across disciplines, 4) offering a safe space for students, faculty, and professionals to discuss current political events, and 5) creating a tangible action plan for participants to use in order to build resistance and fight against social injustice. Resources related to scholar activism and theory will be provided to participants.

    Session Organizers:
        Deborah Perez, University of MIami
        Elizabeth McInerney, University of Miami
    Moderators:
        Deborah Perez, University of MIami
        Elizabeth McInerney, University of Miami

174. Advocating for LGBTQ Rights through Collective Action: An Integration of Findings from Correlational, Experimental, Multi-group, and Intervention Studies
    SCRA
    Symposium
1:00 to 2:15 pm
Social Sciences Building: FSS 4004
Sexual orientation and/or gender identity (SOGI)-based oppression is evident across the globe. Lesbian, Gay, Bisexual, Transgender, and Queer/Questioning (LGBTQ) individuals have suffered from prejudice, discrimination, hate crimes, and many different forms of victimization at individual and structural levels. Collective action, as a means to resist SOGI-based oppression and reclaim personal empowerment, has gained increasing attention in the recent decade. It comes in many forms, ranging from signing a petition to organizing a protest, with the goal of improving the conditions of the LGBTQ individuals. The four presentations in this symposium will elucidate the psychological mechanisms underlying collective action to advocate for LGBTQ rights within and beyond the LGBTQ community. Specifically, the first presentation will look into the patterns and correlates of LGBTQ- and non-LGBTQ-related collective action (e.g., pro-democracy movement) in 1,026 LGB individuals in Hong Kong. The second presentation will examine whether and how discrimination expectations among cisgender LGB individuals in the U.S. may influence their support for transgender rights—a topic that advances understanding of coalition building within the LGBTQ community. The third presentation will explore critical consciousness as a psychological resource to engage both LGB and heterosexual individuals in collective action to overcome sexual orientation-based oppression. Building on this empirical research, the last presentation utilizes an interactive experiential approach to cultivate critical consciousness and motivate collective action for LGBTQ rights. Participants of this symposium will have the opportunity to experience some of the core activities implemented in the intervention. Following the paper presentation and experiential activities, there will be conversations and discussions on coalition building and collective action mobilization.

    Participants:
        Political Identification and Collective Action Participation among LGB Individuals in Hong Kong Yiu-tung Suen, Gender Studies Programme, The Chinese University of Hong Kong; Randolph C. H. Chan, Department of Psychology, The Chinese University of Hong Kong

Research in the US has examined the influences of a range of sociodemographic factors on individual's political preference and party affiliation. It has been consistently found in the US that Lesbian, Gay and Bisexual (LGB)-identified Americans are more likely to identify as Democratic than non-LGB identified Americans. However, very little is known about LGB-identified individuals' political preference and party affiliation in other parts of the world. This paper breaks the ground by using Hong Kong as a case study, where LGB issues are increasingly on the political agenda and more politicians and political parties have taken a stance on sexual orientation based rights issues. This paper analyzes an online survey of 1,026 LGB-identified individuals in Hong Kong, one of the largest datasets of LGB people in Hong Kong. First, the paper analyzes the political stance of LGB people in Hong Kong. It is found that among LGB-identified individuals in Hong Kong, there is an overwhelming identification with anti-establishment stances. Second, the paper examines their patterns of participation in LGB- and non-LGB-related collective action. The results show that close to half of the respondents have participated in the Pride Parade and/or Pink Dot in Hong Kong over the past two years. They were also actively engaged in the pro-democracy movement in Hong Kong. Third, the paper tests whether collective action participation would be associated with: (1) their age profile, (2) their political stance, (3) their identification with the LGB identity, (4) their interest in LGB policies, and (5) their perceived level of injustice experienced by the LGB community. The findings indicate that LGB individuals in Hong Kong are politically and civically active. While the identification with the LGB identity and the perception of LGB injustice explain their involvement in collective action for LGB rights, political identification is a significant determinant that influences their propensity to participate in a wide range of collective action.

        LGB People's Support for Transgender Rights: Effect of LGB Group Discrimination and its Mechanism Siu Kwan Chong; Jonathan J. Mohr, University of Maryland, College Park

Efforts to advance human rights and achieve social change are often most successful when different marginalized groups work together. However, little psychological research has examined factors that may influence relations between marginalized groups. One factor that has begun to gain attention is members' perceptions of societal treatment of their group (Craig & Richeson, 2016). Groups' experiences of stigmatization have the potential to support coalition building because of a sense of shared fate (Craig & Richeson, 2012). Although little explored, group-based emotions may play a role in the perceptions of shared fate resulting from discrimination toward one's own group—particularly given evidence of emotions' effects on intergroup outcomes (Bodenhausen, Mussweiler, Gabriel, & Moreno, 2001). Using an experimental design, this study examines whether and how discrimination expectations among LGB people may influence their support for transgender rights. 45 cisgender LGB adults in the U.S. were recruited through Amazon Mechanical Turk, randomly assigned to one of the two conditions varying in perceptions of societal treatment of LGB people (discrimination vs. control), and completed a series of measures. As hypothesized, results of a path analysis indicated that exposure to material on LGB group discrimination elevated anger and fear and reduced joviality and serenity. Greater anger and serenity then predicted greater transgender identification, which in turn predicted greater support for transgender. The indirect effects of LGB discrimination on transgender support through anger and serenity as well as identification were significant. Unexpectedly, serenity contributed to transgender identification to a greater extent than discrimination-related anger. The model fit the data at an acceptable level ($x2 = 10.19$, df = 7, p = .18; CFI = .98; TLI = .93; SRMR = .06, RMSEA = .10). Findings of this study may inform the process of building solidarity across stigmatized groups. Future research directions will be discussed.

> Exploring the Mobilizing Effect of Critical Consciousness on Collective Action: Findings from LGB and Heterosexual Individuals Randolph C. H. Chan, Department of Psychology, The Chinese University of Hong Kong; Winnie W. S. Mak, The Chinese University of Hong Kong

Critical consciousness represents the transformation from a passive object of oppression to an active actor with an increased capacity to analyze and negotiate conditions of oppression. Critical consciousness has been considered as an antidote for oppression that can liberate people from oppressive ideologies, and empower them to challenge social injustice. The present study aimed to investigate the effect of critical consciousness on collective action against sexual orientation-based oppression. Study 1 utilized a cross-sectional survey study to examine the relationship between critical consciousness and collective action in a sample of Lesbian, Gay, Bisexual (LGB) individuals. Study 2 further investigated whether the proposed mechanism underlying critical consciousness and collective action for LGB rights would be applicable in both heterosexual and non-heterosexual individuals (N = 479). Results of structural equation modeling showed that critical consciousness was associated with lower endorsement of oppressive ideology and heightened level of efficacious beliefs, which in turn were associated with greater participation in collective action to challenge sexual orientation-based oppression ($\chi2 = 181.78$, df = 83, p < .001, CFI = .91, RMSEA = .05, WRMR = .97). The findings supported the effect of critical consciousness on collective action mobilization in LGB and heterosexual individuals. Through critical reflection, people can have an opportunity to analyze how existing sociopolitical arrangements produce and maintain oppression that inhibits their life chances. Such critical awareness of the impact of oppression on individuals and communities can lead people

to take responses to react to unjust societal conditions. The findings of the present study offered leads for future research and praxis on how to orient different sectors of society to work towards LGB equity.

> "Dark Rainbow" – An Experiential Intervention Study to Promote Critical Consciousness and Collective Action for LGB Rights Amanda C. M. Fu, The Chinese University of Hong Kong; Cadence S. T. Chan, The Chinese University of Hong Kong; Toby L. Y. Jong, The Chinese University of Hong Kong; Winnie W. S. Mak, The Chinese University of Hong Kong

Collective action for LGB rights is more effective and persuasive with the participation of heterosexual individuals, as they are often with more power and resources, and not perceived as direct beneficiaries of the action. Previous studies identified various factors that determine heterosexual allies' motives to participate in collective action for LGB rights, including critical consciousness, awareness of heterosexual privileges, value of justice, resistance to heteronormativity, and emotional experience such as guilt through perspective taking. To raise and reinforce these motives, individuals can undergo an experiential activity where they would be able to directly experience the mindset and lives of members of the LGB community. The current randomized controlled trial aimed to investigate the effectiveness of such experiential activity in facilitating the awareness of social injustice and promoting participants' critical consciousness and participation in collective action on behalf of LGB community. 50 participants in the experimental group were asked to enter a dark room guided by audio recordings, to create an imagined reality of reversed heterosexual norms. Scenarios related to heterosexual privileges were presented in the intervention. A debriefing session was delivered to iterate the concepts of heteronormativity and the underlying system of inequality. Findings showed that through the experiential activity, participants, regardless of their sexual orientation, expressed less prejudice against members of the LGB community, increased compassion towards LGB community, critical consciousness, and participation in collective action for the LGB community, compared to the waitlist controls. As a novel and interactive intervention, it can be adopted in collection action promotional campaigns for different minority groups. It will be able to attract and engage members outside of the minority groups to join forces in the collective action, thus accelerate the process of social change.

> Session Organizer:
> Randolph C. H. Chan, Department of Psychology, The Chinese University of Hong Kong
> Moderator:
> Winnie W. S. Mak, The Chinese University of Hong Kong

175. Conducting Equity-Focused Community Assessments
SCRA
Symposium
1:00 to 2:15 pm
Social Sciences Building: FSS 4006

This symposium will present examples of and tools for conducting collaborative community-based assessments through an equity lens. Three examples of collaborative efforts addressing health inequities with assessment practices will be discussed, which involve community, organization, health department, and academic relationships. In order to develop equitable intervention strategies that address social determinants of health, it is critical to assure diversity and inclusion of community members in the assessment process. The presentations will explore several methodologies utilized to understand and address community-specific

Conference Program

social and health disparities and their contributing factors by including the perspective of those experiencing inequity. The first presentation will share methods of a community needs assessment to enhance services and supports for young male survivors of violence, as well as for their families and neighborhood. The second presentation will share two case examples of local health departments employing outreach and engagement approaches to assure equitable community health assessments. Assessment methods presented in examples include concerns surveys, focus groups, asset mapping, photovoice, and secondary data regarding health status and behavior. After presenting methods with an equity focus, results and recommendations will be shared that incorporate collective contributions aimed at producing equitable community changes and outcomes. Presenters will summarize lessons learned regarding assessment design and methods, outreach and engagement, and applying and communicating results. The third presentation will share adaptable resources and tools to support assessments being conducted by community change agents, and includes a call for equity-related examples. Audience engagement will be solicited through sharing questions and comments throughout the presentation via use of technology.

Participants:

Conducting an Equity-Focused Community Needs Assessment Daryl Stewart, University of Kansas - Work Group for Community Health and Development

A multi-sector planning committee conducted a community-based needs assessment to address disparities in exposure to violence for young males of color in an area of Kansas City, Missouri. Young male survivors of violence also lack appropriate coordinated violence response efforts, services and supports. The planning committee consisted of partners from a violence prevention program and health department, as well as community organizing, faith-based, and academic groups. To better understand experiences with community violence and available services, the planning committee collectively engaged community members from the target population, families who have lost loved ones to violence, neighborhood associations, service providers, and law enforcement among others to capture their perspective on the problem and what should be done. A mixed-methods approach was utilized, and involved resident and service provider surveys, focus groups, asset mapping, and police department crime data. Dialogue regarding root causes was embedded into focus groups to increase understanding of current and historical neighborhood conditions. Together, a community informed assessment was completed and then used to guide planning activities aimed at addressing inequities and social determinants of health. By engaging diverse community members in the process of community change and research from the beginning stages of assessment, their opinions and voices were allowed to shape an intervention to reduce disparities and improve health outcomes in their community. Assessment results and community-informed intervention strategies will also be shared. Finally, recommendations and lessons learned from engaging community stakeholders, utilizing multiple assessment methods, collaboratively developing assessment tools, and translating results into planning and dissemination materials will be shared.

Conducting Equity-Focused Community Health Assessments: Two Case Examples Vicki L. Collie-Akers, University of Kansas

Governmental public health agencies in the United States are required to undertake comprehensive community health assessments as a prerequisite to achieving accreditation from the Public Health Accreditation Board. Accreditation standards require local health departments to understand the health status, behaviors, and perspectives of residents within departments' jurisdictions, while acknowledging the presence of health disparities. In addition to being required for accreditation, community health assessments are valued for contributing to the development of policy and programmatic interventions driven by actual data regarding health issues and priorities. Omission of approaches for assessing health equity can result in missing critical needs of a community and implementation of approaches that are insufficient for achieving health equity. Two local health departments in mid-sized Midwestern communities endeavored to implement community health assessments with an equity focus. The aim of this session is to describe approaches and lessons learned for assuring an equity focus on community health assessments. In the United States, counties are ranked within states according to their health outcomes. Douglas County, Kansas was ranked eighth out of 101 counties, while Wyandotte County, Kansas was ranked 101st. While inequity is apparent and incontrovertible in Wyandotte County, stakeholders in Douglas County believe inequity is an unspoken presence in the community. Both counties are engaging in mixed-methods assessment approaches (e.g., compilation of secondary health status and behaviors data, a concerns survey, focus groups, and photovoice) using specific engagement and outreach approaches aimed at assuring that those experiencing inequity are engaged in assessment. Descriptions of approaches used and lessons learned will be shared across four domains: design of community health assessment; outreach and engagement; communicating and sharing the results of the community health assessment; and selecting priority health issues. In addition, a description of the strengths and challenges to the community health assessment processes will be shared.

Online Tools to Support Equity-Focused Community Assessments Christina Holt, University of Kansas

The Community Tool Box is a free, online resource for those working to bring about social change, offering thousands of pages of tips and tools for taking action in communities. The vision behind the Community Tool Box is that people — locally and globally — are better prepared to work together to change conditions that affect their lives. Created in 1994 by partners at the University of Kansas and collaborating organizations including active members of the Society for Community Research and Action, the Community Tool Box offers more than 7,000 pages of guidance in English, Spanish, and Arabic. Google Analytics data show that Community Tool Box resources on community assessment are the most in-demand resources on the site. We will explore practical resources to support participants' community assessment efforts, including: • Developing a Plan for Assessing Local Needs and Resources • Understanding and Describing the Community • Conducting Public Forums and Listening Sessions • Collecting Information About the Problem • Analyzing Community Problems • Conducting Focus Groups • Conducting Needs Assessment Surveys • Identifying Community Assets and Resources • Developing Baseline Measures of Behavior • Conducting Concerns Surveys • Determining Service Utilization • Conducting Interviews • Conducting Surveys • SWOT Analysis: Strengths, Weaknesses, Opportunities, and Threats • Qualitative Methods to Assess Community Issues • Geographic Information Systems: Tools for Community Mapping • Leading a Community Dialogue on Building a Healthy Community • Creating and Using Community Report Cards • Using Public Records and Archival Data • Implementing Photovoice in Your Community • Windshield and Walking Surveys • Using Small Area Analysis to Uncover Disparities • Developing and Using Criteria and Processes to Set Priorities Participants will learn where to find practical resources and

tools to support community assessment efforts, as well as related examples of assessment methods from communities in different world regions and contexts.

Session Organizer:
Daryl Stewart, University of Kansas - Work Group for Community Health and Development

Moderator:
Daryl Stewart, University of Kansas - Work Group for Community Health and Development

Discussant:
Jomella Watson-thompson, University of Kansas

176. Evaluating Programs Designed to Serve High Frequency Emergency Department Users
SCRA
Symposium
1:00 to 2:15 pm
Social Sciences Building: FSS 4012
While hospital emergency departments (EDs) are intended to provide rapid care for acute symptoms, EDs are often ill-equipped to address chronic conditions, such as mental illness, substance use, and chronic pain. Yet, high frequency ED use is associated with the presence of mental health concerns and chronic pain (Ondler, Hegde, & Carlson, 2014; Milbrett & Halm, 2009), despite the mismatch between patients' needs and the services available in the ED. This symposium will discuss the evaluation of programs developed to reduce ED visits for high frequency ED users. The services that will be discussed in the first three presentations are intended to serve individuals who visit EDs frequently regarding mental health and substance use. The fourth presentation will describe a program for high frequency ED users with chronic pain. The Familiar Faces (FF) program is a program delivered by a mental health agency that aims to link clients with community-based resources as an alternative to the ED. The first presentation will describe the implementation evaluation of the system navigation services offered by FF. The second presenter will discuss the planned implementation evaluation and initial findings regarding a transitional case management program that was developed to offer services to FF clients who require additional support. The third presenter will review the implementation and outcomes of a Quick Response Counselling program that was created at another community agency to offer prompt counselling services to the FF clients. Finally, the fourth presenter will describe the formative evaluation of a hospital-based Complex Interdisciplinary Pain Assessment Program developed for patients with chronic pain who are frequent users of the ED. This presentation will focus on describing the program and its strengths and weaknesses.

Participants:

Implementation of a Community-Based Program for Frequent Emergency Department Users with Mental Health or Substance Use Concerns Rebecca Cherner

Mental health issues are accounting for an increasing number of ED visits in Ontario, Canada, outpacing the rise in ED visits for other reasons (Durbin, Lin & Zaslavska, 2010). However, community and primary care settings offer services more appropriate for addressing these concerns. The Familiar Faces program was developed to assist individuals who frequently visit the ED regarding mental illness or substance use to connect to alternative services in the community. A criterion of two or more visits to the ED within 30 days is considered by this program to be frequent ED use.

The FF program is delivered by a community mental health agency, and clients are provided with system navigation to link them to the community-based services that best fit their needs. An implementation evaluation was conducted to support the continued development of the program. The evaluation explored the intended and actual program, whether the program is being delivered to the intended population, the partnerships with other agencies, and the strengths and weaknesses of the program. Interviews and focus groups of program staff, partner organizations, managers, and clients were conducted to evaluate the implementation of the program, and administrative data were analyzed. The findings of the implementation evaluation will be presented. The implications for future program development will be discussed.

Evaluation of a Transitional Case Management Program Targeting Frequent Users of Emergency Departments with Mental Health or Substance Use Issues Jonathan Samosh, University of Ottawa

Hospital emergency departments (EDs) typically do not have the resources available to address the complex health and social needs of individuals with mental health or substance use issues (Jacobi, 2012). The Ottawa Familiar Faces (FF) program was developed to divert these individuals from EDs to more appropriate and comprehensive community-based services. When an ED patient qualifies for FF support, they are first contacted by system navigators who can provide brief assistance with referrals and short-term services. If more assistance is required for longer duration, program clients can then be referred to transitional case management (TCM), where they receive services for up to nine months. Following an evaluation of the FF program's system navigation component, an implementation evaluation of the TCM program will be conducted. This presentation will include an in-depth description of the TCM program, including the program logic model, evaluation plan, and preliminary findings of the implementation evaluation. The presentation will also discuss the relationship between the system navigation and TCM elements of the FF program in the context of the ongoing evolution of this community mental health service.

Using Evaluation to Support an Evolving Counselling Program for Frequent Emergency Department Users Parastoo Jamshidi, University of Ottawa

Research has identified a group of individuals, often with mental health or substance use related concerns, who make disproportionate use of emergency department (ED) services (Digel Vandyk et al., 2013). The Quick Response Counselling (QRC) program was developed in 2016 to address a gap in healthcare delivery for this group of individuals. Although the program is at an early stage of development and continues to evolve, its objectives are to address the unmet underlying mental health needs that continuously bring individuals back to the ED and consequently reduce ineffective and costly use of ED services. This is accomplished through providing the clients referred through the Canadian Mental Health Association Familiar Faces program with prompt, short-term, and solution-focused counselling. Formative and summative evaluations were conducted within the QRC program's first year to inform its ongoing development and measure its effectiveness. Mixed methods were used and involved focus groups and individual interviews with program staff, stakeholders, and clients, as well as analysis of routinely collected administrative data. Furthermore, psychotherapy outcomes were assessed by counsellors on a session-by-session basis using the Outcome Questionnaire (Lambert et al., 2004), and the resulting data were used to assess effectiveness of the counselling services and inform decision making at the client and program-level. The presentation will summarize findings from both the formative and summative

Conference Program

evaluations. Emphasis will be placed on how the program's model changed and evolved in response to challenges encountered and evaluation feedback. Another focus of the presentation will be on the strategies used to provide timely and useful evaluative feedback to the program to inform its development and build evaluation capacity.

> A Formative Evaluation of a Complex Interdisciplinary Pain Assessment Program Alyssa Louw, University of Ottawa; Rebecca Cherner; John Ecker, Canadian Observatory on Homelessness; University of Ottawa; Tim Aubry, Universtiy of Ottawa

This evaluation assessed a diversion program for people with chronic pain who were high frequency users of the emergency department (ED) of a hospital in Ottawa, Canada. The symposium presentation will discuss the design and practices of this specialized program intended to reduce ED use for patients with chronic pain. In so doing, it will offer insights about an interdisciplinary program developed to deliver services to a relatively marginalized group of high frequency ED users. The main objective of the evaluation was to provide useful information to assist hospital staff in further developing the program during the pilot of the Complex Interdisciplinary Pain Assessment Program (CIPAP). Qualitative, semi-structured interviews were conducted with various stakeholders including patients, ED staff, primary care physicians, other physicians who provided services in the Pain Clinic, and CIPAP staff. A focus group was conducted with CIPAP staff members. The research questions explored the program logic model of CIPAP; whether CIPAP reached the targeted population; whether the program was implemented as planned; different aspects of the program including the assessments and treatment plans, the services provided, and the relationships between different stakeholders; reasons for patients not engaging in services; sustainability; and program strengths and weaknesses. Program strengths and weaknesses will be highlighted in the symposium presentation. Strengths of the CIPAP included its accessibility, the assessments that are completed, the treatments that are offered, the interdisciplinary team, the relationships of the program with others, and the perceived outcomes for both patients and staff. Areas of the program needing improvement included the addition of further services, improving the accessibility of the program, lessening the workload on staff associated with the administrative demands of the program, increasing the program capacity, addressing patients' perceptions of being misunderstood, increasing the frequency of services, improving communication, maintaining a continued focus on relationship-building with other service providers, and having increased resources.

> Session Organizer:
>> Rebecca Cherner
> Moderator:
>> Rebecca Cherner
> Discussant:
>> Alexia Polillo, University of Ottawa

177. The Art of Responsible Change: Social Entrepreneurship and Tacit Knowing
SCRA
Workshop
1:00 to 2:15 pm
Social Sciences Building: FSS 4014

In our paper we propose to take into account the tacit dimension and it´s built-in patterns for sustainable entrepreneurship. Patterns of tacit knowing are frequently used to make things work in entrepreneurial communities and organizations. Implicit wisdom (Dewey, Polanyi) based on intuition or experience-based deep smarts (Leonard), are known to be crucial for successful change especially in unpredictable and ambigious settings. Coping with unpredictable processes is an everyday challenge in organisations and entrepreneurial communities. In addition to codified rational procedures, members of social systems usually will develop a set of tacit procedures which proved to be viable. Similar to improvisation in jazz music, where musicians interact on the basis of well-known explicit and implicit jazz patterns, this kind of process can be viewed as continuously re-designing and re-arranging implicit and explicit procedural patterns based on experiential (implicit) knowledge: they interact based on already known patterns, they will cite other patterns, and by re-designing and re-arranging they also will create a constant flow of new patterns which will be added to their body of experiential knowledge. Based on this, the paper calls for a a truly transdisciplinary format which is integrating natural science, social science and the arts (music, dance, theatre, visual arts) in order to affect the entrepreneurial mindsets and ways of thinking for our current and future leaders, decision makers and entrepreneurs. An experience-based and creative knowing will be able to reveal and teach the tacit knowing patterns we need to develop to go for the next steps toward sustainability. We are proposing a A School for the Art of Responsible Change (ARC-the transition school), in which both teachers and students from different disciplines and backgrounds, both well-established scholars and young rebels, will go on a joint learning journey to detect new solutions for old and new problems.

> Presenter:
>> Wolfgang Stark, University of Duisburg-Essen, Germany
> Session Organizer:
>> Wolfgang Stark, University of Duisburg-Essen, Germany

178. Making Space for Community Psychology Graduate Students of Color at SCRA
SCRA
Roundtable Discussion
1:00 to 2:15 pm
Social Sciences Building: FSS 8003

In collaboration with early-career scholars, who are concerned with issues of diversity and inclusion within SCRA and the future pipeline of community psychologists of color doing work within and in collaboration with communities of which they are «outsiders within» (Collins, 1986), this roundtable is a space for graduate students of color to come together to reflect, connect and build community. Over the last decade, scholars have been calling attention to the importance of recognizing the unique experiences of graduate students of color on college campuses (Gay, 2004; Rogers & Molina, 2006; Suarez-Balcaza, Orellana-Damacela, Portillo, Rown, & Andrews-Guillen, 2003). Moreover, many graduate students of colorreport feeling marginalized both at their universities and within their professional organizations (Gay, 2004; Rogers & Molina, 2006; Suarez-Balcaza, Orellana-Damacela, Portillo, Rown, & Andrews-Guillen, 2003). As a newly added group within SCRA, CERA is increasing its efforts to recognize the importance of diversity within our organization, this session is one opportunity for community psychology graduate students of color to unite and share their experiences within their respective graduate programs, within their Institutions/Universities, and more broadly within SCRA. Discussions will include sharing experiences of «thriving and surviving» the Ph.D., what it means to be a graduate student of color, as well as how

graduate students would like to see SCRA move forward to best support these voices and experiences. Participants will learn more about CERA and how they can be involved within the committee, and through this contribute to a more explicit and intentional effort to diversify and be inclusive of community psychologists of color.

Session Organizer:
Jesica Fernandez, Santa Clara Univesity

Moderators:
Jesica Fernandez, Santa Clara Univesity
Janelle M Silva, University of Washington Bothell`

Discussants:
Angela Nguyen, University of California-Santa Cruz
Alicia Boards, University of Cincinnati
Katina Harris, Prairie View A & M University
Marvia Jones, Center for Disease Control and Prevention

179. Awards - Global Alliance for Behavioral Health and Social Justice
Global Alliance for Behavioral Health and Social Justice
Special Event
1:00 to 2:15 pm
Fauteux Hall (FTX): FTX 147

180. Better Understanding Natural Mentoring Relationships and How to Promote Them among Underrepresented College Students
SCRA
Symposium
1:00 to 2:15 pm
Vanier Hall: VNR 1075

Natural mentoring relationships (NMRs) may play a critical role in supporting psychological well-being and academic success among underrepresented (i.e., first-generation, economically disadvantaged, member of historically underrepresented racial/ethnic group) college students (Hurd et al., 2016). Natural mentors are supportive adults from youths' pre-existing social networks who youth go to for support, advice, and help making important decisions. Building on previous research that has documented the potential of NMRs to foster resilient outcomes among marginalized youth, the proposed symposium aims to 1) provide a more nuanced understanding of how these relationships may serve a protective function among mentees, 2) discover aspects of these relationships that fuel relational closeness, and 3) identify ways to promote NMRs among underrepresented college students who stand to benefit from them. Paper one explores whether cumulative appraisal support from as many as five NMRs leads to reduced symptoms of depression and anxiety via improved global self-worth among 340 underrepresented college students attending an elite PWI. Paper two examines predictors of closeness in NMRs among 167 underrepresented students transitioning to college with particular attention to how different types of perceived support from a natural mentor influence relationship closeness. Paper three presents findings from a mixed methods evaluation of a series of workshops providing explicit instruction and practice in the skills necessary to recruit mentors and cultivate connections with faculty and staff throughout college. Participants included 164 first-generation college students. A distinguished scholar with extensive experience researching youth-adult relationships will discuss key takeaways from the three interrelated studies before leading a discussion with the audience about various approaches to bolster NMRs among underrepresented college students. Audience members will be asked to share approaches being implemented across higher education settings to facilitate supportive ties with accessible adults.

Participants:

Appraisal Support from Natural Mentors, Global Self-Worth, and Psychological Distress among Underrepresented Students attending a Predominantly White Institution Noelle Hurd, University of Virginia; Jamie Albright, University of Virginia; Audrey Wittrup, University of Virginia; Andrea Negrete, University of Virginia

Underrepresented students tend to face a number of unique challenges when they enter college (Schreiner et al., 2011). Notably, these challenges are above and beyond those faced by majority students and are of particular relevance at elite predominantly White institutions (PWIs) where underrepresented students' minority status may be more salient. Research findings suggest that natural mentoring relationships (NMRs; i.e., mentoring relationships with adults who are part of youths' pre-existing social networks) may predict greater psychosocial well-being among underrepresented and marginalized individuals (Erickson et al., 2009; Hurd et al., 2014), but there remains much we do not know about the ways in which NMRs are helpful to youth development. Moreover, few studies have considered the possibility that many youth have more than one NMR. The current study explored whether cumulative appraisal support from as many as five NMRs led to reduced symptoms of depression and anxiety via improved global self-worth. Participants in the current study included 340 college students attending an elite PWI. Participants were first-generation college students, students from economically disadvantaged backgrounds, and/or students from underrepresented racial/ethnic minority groups. Participants completed annual surveys across four years of college. Participants were asked whether or not they had any non-parental adults who they could go to for support and guidance. They were asked about specific types of support received from each adult over the previous 30 days. Participants also completed measures of global self-worth (Neemann & Harter, 1986), depressive symptoms (Beck et al., 1996), and anxiety symptoms (Beck & Steer, 1990). Results of the structural equation model (including gender, race/ethnicity, and extraversion as covariates) indicated that greater total appraisal support from NMRs predicted decreases in psychological distress via increases in global self-worth (indirect effects assessed via boot-strapped confidence intervals; 90% CI). The implications of these findings will be discussed.

Predictors of Closeness in Natural Mentoring Relationships: Does Type of Support Matter? Elizabeth Raposa, College of William & Mary; Noelle Hurd, University of Virginia

Naturally-occurring mentoring relationships with non-parental adults play a critical role in youths' well-being during the transition to adulthood (Dubois & Silverthorn, 2005; Hurd & Zimmerman, 2010). However, due to their informal nature, natural mentoring relationships vary widely in content and structure. It is therefore important to explore the ways in which the specific kind of support offered by a natural mentor can influence the strength and impact of the relationship. The current project examined predictors of closeness in natural mentoring relationships for young adults transitioning to college. In particular, we examined how different types of perceived support from a natural mentor influenced relationship closeness. Analyses utilized a sample of 167 underrepresented college students who were asked about natural mentoring relationships at three time points during their first two years of college. Students were permitted to identify multiple natural mentors, yielding a sample of 279 mentors. Students provided information about perceived levels of conflict within each mentoring relationship, as well as levels of informational (e.g., taught you something), instrumental

(e.g., loaned you something), emotional (e.g., listened to you talk about feelings), and appraisal (e.g., let you know you did something well) support. Hierarchical linear modeling analyses revealed that students reported higher levels of closeness with natural mentors who they perceived as providing higher levels of instrumental (b = .36, SE = .13, p < .01) and appraisal (b = .32, SE = .14, p < .05) support. Higher levels of conflict were also associated with greater closeness (b = .15, SE = .05, p < .001). In contrast, students reported lower levels of closeness with mentors they perceived as providing greater informational support (b = -.67, SE = .12, p < .001). Findings have important implications for understanding the developmental role of relationships with non-parental adults during the transition to adulthood.

> A Mixed Methods Examination of a Novel Mentoring Intervention for First-generation College Students Sarah Schwartz, Suffolk University; Stella Kanchewa, University of Massachusetts Boston; Abigal Stark, Suffolk University; Grace Gowdy, Boston University; John Paul Horn, Boston University; Jessica Cunningham, University of Massachusetts Boston; McKenna Parnes, Suffolk University

Mentoring relationships and supportive interactions with university faculty and staff have emerged as a key factor in educational attainment and success, particularly for underrepresented college students including low-income, ethnic/racial minority and first-generation students (Gallup-Purdue Index, 2015). In fact, unequal distribution of these relationships may contribute to underrepresented students' lower graduation rates (Stanton-Salazar, 2011). A novel approach to addressing this disparity is the Connected Scholars Program (CSP), which consists of workshops providing explicit instruction and practice in the skills necessary to recruit mentors and cultivate connections with faculty and staff throughout college. The current study presents the results of a mixed methods evaluation of CSP among first-generation college students. Participants in the study included 164 first-generation college students in a summer remedial program for incoming students at a public urban university in the Northeast. The majority of participants were female (63%), racial or ethnic minority (89%), and had a mean age of 18-years-old, which is reflective of the demographics in the program. The study employed mixed-methods explanatory, sequential research design (Creswell & Clark, 2010). The quantitative component of the study used a quasi-experimental design in which students in the comparison group received treatment-as-usual programming, which included academic instruction and information about navigating university systems, and the treatment group received all of the same programming plus the 4-hour CSP intervention. Following analysis of the quantitative data, qualitative interviews were conducted with 12 participants from the treatment group to help contextualize and explain the quantitative findings. Results indicated the intervention significantly improved student relationships with instructors in the summer program (β=.23, p<.01), decreased help-seeking avoidance (β=.16, p<.05), and increased network orientation (β=.20, p<.01), and marginally significantly increased students' intention to recruit support in college (β=.12, p=.07). These results suggest that CSP may represent a low-cost, scalable intervention to address educational disparity.

Session Organizers:
> Noelle Hurd, University of Virginia
> Nancy Deutsch, University of Virginia

Moderator:
> Noelle Hurd, University of Virginia

Discussant:
> Nancy Deutsch, University of Virginia

181. Transformation of Housing and Support Services for People Experiencing Chronic Homelessness
SCRA
Symposium
1:00 to 2:15 pm
Vanier Hall: VNR 1095

Transformative change in housing and support services for people with mental illness who are chronically homeless spans multiple ecological levels of analysis, includes many different change strategies, and can be evaluated in different ways. At its heart, however, is fundamental changes services and policy. In this symposium, four exemplars of transformative change in housing and support are presented. Eric Macnaughton begins by examining how national homelessness policy in Canada was changed based on the findings of a large-scale, multi-city trial of Housing First (HF). While project stakeholders were primarily concerned with sustaining the programs developed during the research demonstration phase, the federal government took the findings a step further to mandate that Canadian communities shift towards the HF approach. In the second paper, Julian Hasford examines the role of training and technical assistance in promoting transformative systems change in Canadian communities. Kathleen Worton then describes and explains the value of network interventions for promoting the HF approach in a study of networks of housing and homelessness planners in the Canadian provinces of Alberta and Ontario. She shows how various network practices (e.g., sharing local expertise, resources, mistakes and successes) contribute to the advancement of HF in community practice. In the final paper, Courtney Pankratz presents the findings of an outcome evaluation of the addition of rent assistance to an existing program serving homeless people in the Waterloo Region of Ontario. The positive impacts of rent assistance on participants' housing stability, housing quality, and quality of life led regional government to expand the pilot program that involved 40 rent supplements to 100 rent supplements. All together, this set of papers provides different examples of how community psychology research and action have been able to transform housing and support services in Canada for chronically homeless people with mental illness.

Participants:
> Using Research as a Tool for Transformative Policy Change: The Role of Evidence in Sustaining and Spreading the Housing First Model Eric Macnaughton, Wilfrid Laurier University; Geoffrey Nelson, Wilfrid Laurier University

At Home/Chez Soi (AHCS) was five-city, longitudinal, mixed methods, randomized controlled trial that evaluated the effectiveness and costs of the Housing First (HF) approach to ending chronic homelessness for people with mental illness. This presentation is based on research that aims to understand the impact of AHCS on homelessness policy in Canada and internationally. Using a qualitative case study approach with 15 key informant interviews and archival data, we examined the strategies the project leaders and decision-makers adopted to achieve sustainability of the HF programs implemented during the demonstration project. In particular, we focused on the impacts that these strategies had on national policy. Four main themes emerged: (1) the importance of evidence that was both rigorous and contextually relevant; (2) the value of framing the evidence in a way to achieve maximum impact in the decision-making context; (3) the importance of strong researcher-decision-maker relationships, which evolved through an integrated knowledge translation approach; and (4) the value of resources and expertise provided by key stakeholders. A subsidiary theme was the importance of timing. The change in federal

policy was that as of 2015, the 10 largest Canadian communities were to allocate 65% of their federal funding to HF programs for chronically and episodically homeless persons, and the remaining 41 communities and Aboriginal communities were to allocate 40% of their funding to HF programs. We discuss the theoretical and practical implications of what we learned about how evidence makes its way into policy and the implications of these learnings for the expansion/extension of HF internationally. Given the location of the conference in Ottawa, the presenters will invite one or two policy-makers who were involved in the AHCS study to be discussants, and we will engage the audience in a discussion about the research to policy process, and about transformative policy change.

> Transformative Change in Supportive Housing through Training and Technical Assistance Julian Hasford, Wilfrid Laurier University; Eric Macnaughton, Wilfrid Laurier University; Geoffrey Nelson, Wilfrid Laurier University

Training and technical assistance (TTA) are commonly identified as cornerstones of knowledge translation efforts. According to interactive frameworks for conceptualizing the implementation of evidence-based interventions, TTA occurs within the context of broader systems, and thus has potential to promote transformative change in service delivery not only by influencing the knowledge and behaviour of frontline practitioners, but by also influencing larger social systems. Few studies, however, have examined TTA within the context of transformative complex community interventions. In this paper, I will examine the transformative implications of TTA through the Transforming Treatment Services and Housing for People with Mental Illness in Canada: A Systems Approach to Integrated Knowledge Translation project, research project that examined the dissemination and implementation of Housing First (HF) in six Canadian cities, and included an examination of HF TTA activities provided in partnership with the Mental Health Commission of Canada and Pathways to Housing First. Based on data from various sources, including focus groups, key informant interviews, workshop evaluations, field notes, and case studies (n = 164 individuals), this paper will address three main issues: (1) TTA needs described by communities at project baseline; (2) evaluation of various TTA activities (i.e., training, local and regional workshops, teleconferences) provided by project partners; and (3) the ways in which TTA facilitated transformative change. Regarding this latter issue, I focus on four main themes: (1) creating conditions for receptiveness, (2) addressing resistance and misunderstanding, (3) balancing divergent approaches to TTA, and (4) consolidating local implementation capacity. Limitations and implications for future policy and practice will be discussed.

> The Role of Networks in Enhancing Capacity Among Community Leaders Working to End Homelessness: Transformative Change Through Network Approaches Kathleen Worton, Wilfrid Laurier University

Addressing the complex issue of homelessness requires cross-sector collaboration and alignment of change efforts at local, regional, and national levels. Innovative approaches to addressing homelessness, such as Housing First (HF), have been implemented in Canadian communities. HF challenges traditional "treatment first" approaches that persist within some organizations despite evidence in favour of the HF approach (Goering & Tsemberis, 2014). Implementing HF requires fidelity to the core principles of the model while adapting program elements to fit the unique context of each community. For these reasons, implementing HF can be challenging. In Canada, a number of communities have adopted a peer-networking approach to facilitate shared learning and improve local implementation of

HF and other strategies to address homelessness. In this presentation, I will examine how networks have been used in Canadian communities to share knowledge and advance transformational change in housing support systems locally and regionally. I will begin by providing an overview of various networks established for the purpose of mobilizing knowledge to address homelessness in Canada. I will then present case studies of two networks established by community leaders in the housing sector: Alberta's 7 Cities Partnership on Housing and Homelessness and the Ontario Southwest 5. These case studies were developed using multiple data collection methods including document review, interviews with individual network members, and a focus group with each network. Drawing upon my findings from a cross-case analysis, I highlight the key practices within the networks that are influential in advancing transformative change. These key practices include: (1) the development of strong interpersonal relationships; (2) commitment to openness in sharing local expertise, resources, mistakes and successes; (3) striving for continuous improvement; and (4) aligning values and vision for ending homelessness.

> An Evaluation of the Impact of Rent Assistance on Individuals Experiencing Chronic Homelessness in the Waterloo Region of Ontario: Transformative Community Change Courtney Pankratz, Wilfrid Laurier University; Geoffrey Nelson, Wilfrid Laurier University

The main objective of this study was to examine the effectiveness of the addition of rent assistance to an existing housing and support program for chronically homeless persons in the Waterloo region of Ontario. A mixed methods, non-equivalent comparison group design was used to compare two groups: (a) participants selected to receive rent assistance plus intensive support services (n = 26) and (b) participants receiving support services only (n = 25). Participants were interviewed at baseline and again six months later. It was hypothesized that participants receiving rent assistance would show significantly greater improvement in housing stability and perceived housing quality, quality of life, community functioning, social support, food security, and reduced use of services, compared to participants not receiving rent assistance. Qualitative interviews were also conducted with a sub-sample (n = 12) to answer the question: In what way does having access to rent assistance change participants' experiences of: housing, service use, health and well-being, relationships and social support, and hopes for the future? Mixed model ANOVAs and thematic qualitative analysis were employed to determine program outcomes. As hypothesized, participants receiving rent assistance showed significantly greater improvements in housing stability and quality of life than the comparison group, and scored significantly higher on the perceived housing quality scale. Participants in the rent assistance condition also showed significant improvements over time on measures of quality of life, social support, community functioning, and food security compared to the comparison group. Thematic analysis of the qualitative data found that participants receiving rent assistance were also more likely to describe positive life experiences in housing, health and well-being, relationships and social support, and hopes for the future than the comparison group. Overall the addition of rent assistance transformed housing and support services for chronically homeless persons and led to superior outcomes.

Session Organizer:
> Eric Macnaughton, Wilfrid Laurier University

Moderator:
> Eric Macnaughton, Wilfrid Laurier University

Discussant:

Conference Program

Greg Townley, Portland State University

182. Exploring natural spaces for mental health and social inclusion
SCRA
Symposium
1:00 to 2:15 pm
Vanier Hall: VNR 2075

Space is a growing focus for Community Psychology's mission to empower people with mental health conditions and give voice to the marginalised. In both Clinical and Community Psychology literature, it is more and more recognised the pivotal role that spaces have in shaping people's experiences of mental illness and social exclusion. This symposium offers an insight on three researches carried out in different contexts and cultures with a shared focus on natural space as a fundamental element in community based research and practice. One research discusses the findings of a custom-designed walking and solo experience (WSE) in the UK, analysing the complex interactions between people and natural landscapes. Another one presents the results of a research in a community supported agricultural project in Italy, exploring the inclusion of marginalised people (prisoners, migrants, and people with physical and mental disabilities). A third contribution outlines the results of a research on nature-based experiences with young people in South Africa, investigating the connectedness with, and perceptions of, nature and ecological awareness. The symposium provides a discussion with the audience on the meanings and values associated with being in the natural spaces, especially for those who have limited exposure and access to them. The symposium highlights the implications of time spent in outdoor natural spaces in relation to potential well-being and nature-based interventions and community projects. Experiences of mental health and marginalisation are addressed with an international perspective and driven by the core values of Community Psychology.

Participants:

Walking through and being with nature: Meaning-making, benefits and community applications Elizabeth Freeman, Sheffield Hallam University; Jacqueline Elizabeth Akhurst, Rhodes University, South Africa

The developing field of eco-therapy directly focuses on the interactions of people and natural spaces and meaning-making is core to the relationship between people and their environment. This presentation explores the social and material contexts of people in natural settings and how these shape and structure experiences and influence wellbeing, providing an insight into meaning related to artefacts in the landscape, dynamic transitional experiences within and between space and place, and cultural influences. A custom-designed walking and solo experience (WSE), suited to UK conditions, is discussed in relation to underlying processes and as a potential wellbeing intervention. Perspectives were gathered from pre- and post-experience interviews, journal writing, group discussions and a nine month follow-up interview that considered what endured for participants after their experiences. Findings highlighted important elements for programme design related to group and individual benefits and overall, the work suggests that interactions between people and natural landscapes are intricate and bound by cultural influences, with dynamic transitions and interactions happening within place, space and time. These findings provide an insight into the meanings associated with being in the outdoors and the processes that unfold. Implications for research, practice and policy are proposed, with recommendations for potential applications.

Overcoming marginalisation through community supported agriculture: The Streccapogn experience in Monteveglio, Italy Anna Zoli, University of Brighton; Jacqueline Elizabeth Akhurst, Rhodes University, South Africa

Social inclusion is a major challenge today; there is evidence of concern in those communities with a growing commitment to ethical values. Streccapogn is a local association founded in 2010, in Monteveglio, Italy, with the aim of putting the Transition Towns movement's ethos into practice. The Streccapogn vision is also based on the core values of Permaculture: Earth care, people care, and fair-share. In addition, these are linked to robust and scientifically informed conceptual frameworks such as those provided by Critical Community Psychology. The values of these three influences: Transition Towns, Permaculture and Critical Community Psychology are shown to overlap in noteworthy ways. Since 2011, the association has implemented its vision by involving a number of marginalized people (migrants, prisoners, the unemployed, and people with different levels of mental distress) in several community supported agricultural projects. To this end, it has been working jointly with institutions, stakeholders, citizens, and mainly Accaparlante, a social cooperative, which takes care of these people through the local mental health service. This presentation offers an insight into the practices of this community care model, which has been implemented in the non-traditional spatial settings of the Streccapogn context. In particular we will describe how the initiative unfolded through experiential data gathered in a broader research process, which we highlight through case studies of the marginalised people involved in the project.

Nature-based experiences for young people, viewed from a community psychology perspective Chesney Fenella Ward-Smith, Rhodes University; Jacqueline Elizabeth Akhurst, Rhodes University, South Africa

Young people who live in cities and rural areas may have limited exposure and access to protected natural spaces. There is an increasing literature associating alienation from nature as central to the convergent social-ecological crisis, rooted in anthropocentric ontologies. This study explores nature-based experiences and their capacity to engender shifts in connectedness with, and perceptions of, nature and ecological awareness in general, through embodied nature connection. It aimed to gain clarity about the value-processes involved, outcomes desired, and relevance for environmental care. The nature-based activities, over four days, were located at a centre that has existed for a number of decades to provide experiential learning and graded exposure to natural spaces, aiming to increase environmental knowledge and nature connection. This presentation explores the experiences of two groups of young people from very different socio-economic backgrounds in the Eastern Cape, South Africa. Through semi-structured interviews with a sample of young people (aged 12-14) and the volunteers who worked with them, as well as participant observation, data were collected and analysed thematically. Through these data, insights into participants' socio-cultural historical value-positionings and related nature-perceptions and environmental values and practices are explored. Elements of the programmes are then viewed through a community psychology lens, considering the relevance and application of the core values of community, stewardship and social justice in the programme. The discussion then considers the synergistic and contradictory learning processes, proposing an ethics-led, context-emergent design for nature-based interventions in South Africa, to optimise the potential for transformative nature experiences.

Presenter:
    Anna Zoli, University of Brighton
Session Organizer:
    Anna Zoli, University of Brighton
Moderator:
    Elizabeth Freeman, Sheffield Hallam University
Discussant:
    Jacqueline Elizabeth Akhurst, Rhodes University, South Africa

183. Worth Fighting For: Community Psychology in Action
    SCRA
    «The Innovative Other»
1:00 to 2:15 pm
Vanier Hall: VNR 2095
Historically, the field of community psychology has employed various theoretical perspectives and strategies to address issues central to the well-being of oppressed (i.e. Black and Brown) communities. A recent proliferation of action-oriented community research centers on creating spaces for community members to produce knowledge and valuable resources for progressive social change. This production hinges on the facilitation of dialogue between individuals, centered on issues central to the well-being of the community collective. As such, the current presentation develops and critiques the Fight Club pedagogical model used in various higher education, K-12, and community settings throughout the United States, the Caribbean, and sub-Saharan Africa. Ideologically grounded in traditional African community principles, Fight Club was developed on the campus of an HBCU for community members and students to use knowledge and skills to mobilize intellectual resources for political and social engagement. Fight Club has since spread across an education landscape of colleges and universities, elementary and middle school districts, and community service providers to inform undergraduate curriculum development, elementary education teacher training, afterschool enrichment programming, and clinical applications in mental health therapy. Fight Club represents the praxis of identifying, challenging and ultimately disrupting colonial hierarchies of power that perpetuate systematic racism and the political psychology of white supremacy. The workshop will demonstrate the phases of Fight Club and articulate a structured dialogue approach to intellectual discourse that promotes collective efficacy and empowerment. Participants will be introduced to the Fight Club model through an interactive demonstration, and discuss practical applications with oppressed and marginalized communities. Furthermore, participants will actively contribute to a model designed to de-emphasize colonized knowledge frameworks and emphasize the value of "community" experts, asset framing, and transformative dialogue. Participants will leave with an exemplar of building capacity among community members across a variety of international education and community contexts.
    Session Organizer:
        Brian Carey Sims, Florida A&M University

184. Early Career Trajectories in Community Psychology: A Presentation of Findings and Disucussion of Implications
    SCRA
    Roundtable Discussion
2:30 to 3:45 pm
Social Sciences Building: FSS 1005
Community psychology (CP) training prepares "participant-conceptualizers" (Bennett et al., 1966) to make an impact through transformative community change via a wide array of career paths. As the field has evolved, resources have emerged which describe some of these diverse career trajectories (e.g., McMahon, Jimenez, Bond, Wolfe, & Ratcliffe, 2014). There exists a need to better understand and map where community psychology trainees go, and how our values, skills, and aspirations manifest in the work we do. The purpose of SCRA's Early Career Interest Group (ECIG) is to support members in their immediate years following graduate training, and includes researchers, practitioners, activists, and educators, as well as trainees who are concluding their graduate study in community psychology. Last year, the ECIG launched the Early Career Trajectories Project, a survey project aimed at describing the post-training experiences of early career community psychologists. Modelled after other large-scale early career surveys, the project captures important domains including job search strategies and successes, job satisfaction and role/salary structure, assessment of CP training impact on current work duties, and professional affiliation with CP. These findings can serve the SCRA community in several ways, including: 1) summarizing the various job search strategies used; 2) norming the field in terms of job search experiences, outlook on the job market, and compensation structures; 3) informing educational programs on the strengths and gaps of CP training when applied in actual work settings; and 4) capturing 'untold stories' of early career CPs who pursue personal or non-CP professional paths atypical of training expectations. This roundtable discussion will describe the project and share results, then provide an interactive opportunity to discuss implications for the findings across SCRA and CP training programs.
    Session Organizers:
        Benjamin Graham, Veterans Health Administration
        Benjamin Graham, Humboldt State University
    Moderator:
        Benjamin Graham, Humboldt State University
    Discussants:
        Mera Boulus
        Ashlee Lien, SUNY Old Westbury
        John Barile, University of Hawaii at Manoa
        Kyrah Brown, Sedgwick County Health Department
        Latriece Clark, Pacifica Graduate Institute
        Kristen Diana Gleason, DePaul University

185. Changing policies and promoting lesbian, gay, bisexual and transgender rights: from theories to practices
    SCRA
    Town Hall Meeting
2:30 to 3:45 pm
Social Sciences Building: FSS 1006
Despite the changes made in Canada for the past years, lesbian, gay, bisexual and transgender (LGBT) must continue to fight for their rights. In some continents, such as Africa, this struggle is even more difficult because it takes place in a hostile climate. More and more, community psychologists engage in promoting LGBT rights at the national and international level. In this context, community psychologists must rely on valid conceptual frameworks to guide the political and social action surrounding the advocacy of LGBT people. Based on the framework proposed by Gagnon et al. (2007), we will develop four paths (politico-administrative, academic, socio-community and media) that can be used to carry out social change actions. To do this, we will relies on different action that took place in those recent years in Canada but also in West Africa. Through these examples, we will

also illustrate the importance of respecting the principles of empowerment, social justice and shared decision making that are central to intervention in community psychology.

Session Organizers:
Mathieu-Joel Gervais, UQAM
Carlos Idibouo, House of Cultural and Human Diversities in Africa
Discussants:
Mathieu-Joel Gervais, UQAM
Carlos Idibouo, House of Cultural and Human Diversities in Africa

186. The Future of SCRA – Engagement in Strategic Planning Initiatives
SCRA
Town Hall Meeting
2:30 to 3:45 pm
Social Sciences Building: FSS 1007

This town hall meeting will begin with an overview of the SCRA 3-Year Strategic Plan by SCRA President, Susan McMahon. The mission of SCRA is to "have a strong, global impact on enhancing well-being and promoting social justice for all people by fostering collaboration where there is division and empowerment where there is oppression." The Strategic Plan was designed to strengthen the ability of SCRA to support the work of our members in achieving that mission. The Strategic Plan is based upon five strategic priorities: Operations (organizational effectiveness), Finance (financial stability), Membership (membership growth, engagement and value), Education (professional sustainability), and Visibility (professional presence). Each priority has a number of associated initiatives. SCRA members who have served in a leadership role in implementing the plan will present the progress that has been made on the specific initiatives, current projects, and plans for next steps. Participants will then be invited to meet in one of five groups, each group focused on one of the five priorities. Each group will discuss the strategies, goals, objectives, and tasks more specifically, challenges encountered, and new ideas. Groups will also discuss ideas for improving, continuing, and expanding the initiatives, as well as engaging members in the implementation of the plan. The Town Hall will end with each of the groups reporting back to the full session so that their ideas can be recorded and utilized to improve the existing plan. Please join us to build connections with like-minded colleagues, provide your voice to guide the future initiatives of SCRA, and get involved with moving the field forward to achieve our mission.

Session Organizer:
Jean Hill, Society for Community Research and Action
Discussant:
Susan D. McMahon, DePaul University

187. Making connections, online and offline: Community psychology and technology
SCRA
Symposium
2:30 to 3:45 pm
Social Sciences Building: FSS 1030

The concept of "community" is multifaceted and has undergone changes as communities themselves have experienced transformation throughout history (Krause & Montenegro, 2017). Thanks to the internet, communities can expand beyond physical spaces much more readily than previously (Reich, 2010). As of January 2014, 87% of American adults use the Internet (Pew Research Center, 2014), and Internet use is up across income groups (Madden, 2013). Similarly, video games have increased in popularity: about half (49%) of all American adults have ever played video games (Duggan, 2015). The most recent statistics suggest 54% of frequent gamers play multiplayer games; these gamers spend on average 4.6 hours per week playing with others in person and 6.5 hours per week playing with others online (Entertainment Software Association, 2016). In fact, 53% of these gamers feel that video games help them connect with friends and 42% feel they help them spend time with family. Technologically mediated interactions are increasing through computers, cellphones, tablets, and gaming systems (Pew Research Center, 2014). Technology is profoundly changing how we create and interact with knowledge (Wesch, 2009) and possibly how we build and maintain personal relationships and communities. This symposium explores the ways our online and offline worlds intersect in varying capacities and the ways technology is influencing our means of interaction. Drawing on a qualitative synthesis of community psychology research conducted on online communities, a study of the experiences of mental health providers playing video games designed to enhance empathy for persons with mental health disorders, and logged data of in-vivo computer and phone use, we shed light on on characteristics and impacts of digital relationships and communities. Taken together, these presentations highlight an exciting avenue for new research and intervention strategies for the communities in which we work.

Participants:
Toward the future: A review and call for research on online communities Crystal Steltenpohl, DePaul University; Jordan Reed, DePaul University; Christopher Keys, DePaul University

Over the past five years, interest in the online world has increased as internet use has skyrocketed across most demographic groups. Community psychologists have a distinctive opportunity to explore the various manifestations of the internet's influence on how we interact with one another and form communities. This presentation briefly explores what we have learned so far by qualitatively reviewing and synthesizing 20 articles across four categories of research on online communities published in community psychology journals between 1997 and 2015. These four categories—community support, community building and maintenance, advocacy, and communication patterns—reflect a promising start to understanding how we can utilize the internet to build and enhance communities, but also how much further we have to go, both in understanding online communities but also certain concepts in community psychology more generally. Many articles drew parallels or comparisons with offline spaces, and other explored questions like how online communities may provide social support for those who find it difficult to find offline support, how online advocacy might influence offline advocacy, how online sense of community may map onto or influence offline sense of community, and how communication patterns we have seen in offline contexts might be recreated in specific online contexts. Research conducted in community psychology up until this point has provided a starting point for understanding online communities, and we provide some guidance for future study, including potential research questions, research methodologies, and areas for interdisciplinary collaboration.

Playing for understanding: Inducing empathy for persons experiencing mental health disorders through video games designed for embodied experience Jordan Reed, DePaul University; Crystal Steltenpohl, DePaul University; Christopher Keys, DePaul University

Community psychology regards empathy and compassion as fundamental to the work of the discipline (Cook, 2012). Community psychologists examine

the experiences of persons facing stigma, as well as ways to reduce the impact of stigma as an obstacle to health and happiness for a number of populations (Fife & Wright, 2000; Jason & Richman, 2007; McDonald, Keys, & Balcazar, 2007; Parker, & Aggleton, 2003; Rudolph, 1988; Schnittker, 2007). Stigma experienced by persons with mental illness has wide ranging consequences, and even comes from therapists themselves (Shattell et al., 2006; Shattell, Starr, & Thomas, 2007). Researchers are developing and investigating computer games designed to enhance player empathy for marginalized populations (Belman & Flanigan, 2010). The prospect of using games such as these offer a unique promise, as games provide an exceptionally accurate and consistent relationship between an individual's in-game behaviors and the rewards and punishments a designer intends (Ceranoglu, 2010). Games facilitate a version of embodied experience in recipients (players) that lies somewhere above "moving images with sound" and below "actual experience" (Bogost 2007, p.34). We discuss the experiences of thirteen mental health providers while playing four video games designed to enhance empathy for persons with bipolar disorder, obsessive-compulsive disorder, attention deficit disorder, and anorexia nervosa. Participants reported that these games facilitated an embodied experience of the motivations for pathological behavior, and that they elicited strong emotional reactions that align with the experiences of the disorders depicted. Participants further suggest that these games be used with family and friends, as well as mental health trainees. Participants also offer reflections on areas of improvement and game design weaknesses. We explore how to identify what elements of a game help induce empathy for marginalized populations, and suggest opportunities for their future use in community work.

> The Impact of Social Gaming on Mood and Stress Melissa Powell, University of California-Irvine; Joanna Yau, University of California Irvine; Stephanie Reich, University of California-Irvine

Connecting with people who share common interests and goals is foundational for establishing a sense of community (McMillan & Chavis, 1986) and has been linked with positive feelings of support and happiness (Barber & Callaghan, 2010). For years, adolescents and emerging adults have been forming these connections through cooperative and competitive play on computer-based gaming platforms (Wohn et al., 2010). Additionally, with the growing web-based capabilities of phones and laptops, young adults can take their gaming network with them wherever they go (Lane et al., 2010). This study compares how social gaming, with a mobile community of players, and individual play impact mood. Specifically, we explore how mood and stress are influenced by participating in collaborative multiplayer games, compared to not playing or using single-player games. Using phone and computer log data that captured college students' use of games, and hourly self-reported mood ratings of participants' affect and stress levels, we identify the emotional impact social and non-social game apps can have on users throughout the day. 124 young adults (51% female; 18-26 years old) participated for one week, collectively documenting 8,617 mood ratings (mean score of 69 per participant), with over 90 different games. At the mood rating level, we control for factors such as whether the rating was collected during the weekend, and at the individual level, we controlled for factors such as ethnicity, gender, and year-in-school. We estimate participants' mood and stress ratings after using social game apps and single-player game apps using multilevel linear modeling. The positive emotional impact social communities can have (Barber & Callaghan, 2010) suggests that social games would be associated with better mood and lower stress. Therefore, we strive to identify whether collaborative games may

be useful for increasing happiness and reducing stress for young adults throughout the day.

> The Effects of Constant Connectedness on Stress and Well-being: An Ecological Momentary Assessment Study Joanna Yau, University of California Irvine; Melissa Powell, University of California-Irvine; Stephanie Reich, University of California-Irvine

Cell phones enable college students to easily connect with others throughout the day, thereby increasing opportunities for social support and companionship. As social connectedness and support increase well-being and buffer against stress (Cohen & Wills, 1985; Valkenburg, Peter, & Schouten, 2006), our study explores, through ecological momentary assessment (EMA) and unobtrusive logged data, whether the use of messaging apps on mobile phones is associated with college students' mood. Specifically, we tested whether affect was more positive and stress lower if participants received a text within the preceding five minutes. Students (n= 124 students; 51% female; 18-26) participated in this weeklong study. We installed the AWARE Framework onto participants' phones, which logged their use of messaging apps (e.g. text messaging, Whatsapp, KakaoTalk). Participants were prompted every hour to report their mood and stress level. We obtained a total of 8,617 mood ratings (M= 69 ratings per participant). We then connected the EMA rating to whether a messaging app was used in the preceding five minutes. Using hierarchical linear modeling with mood ratings nested within individuals, we estimated whether the use of messaging apps prior to the mood rating predicted higher ratings than moods lacking a preceding message. We included covariates at the mood rating level (e.g. whether the rating occurred during the weekend) and at the level of the individual (e.g. gender). These same variables were then used in a second model to predict whether the use of messaging apps reduced stress. We expect that mood ratings following the use of messaging apps would be higher and stress ratings would be lower; previously, instant messaging has been found to reduce negative affect (Dolev-Cohen & Barak, 2013; Gross, 2009). Our study explores whether constant access to a support network by means of messaging improves mood and lowers stress for college students.

> Session Organizer:
> > Crystal Steltenpohl, DePaul University
> Discussants:
> > Stephanie Reich, University of California-Irvine
> > Christopher Keys, DePaul University

188. Theories of Change: A Workshop for Community Activists
SCRA
Workshop
2:30 to 3:45 pm
Social Sciences Building: FSS 4004

In 2016 we ran full day meetings for community activists in New Zealand and Canada that invited them to explore various Theories of Change. These meetings were funded in part by a SCRA mini-grant. The underpinning questions for our meetings were: What is your theory of how society is transformed? How can activists facilitate this? How does your practice align with your theory? How do our theories conflict? What are the common threads that underpin different theories? The meetings each featured short talks by five – ten local change agents who operated within different spheres including ex-members of parliament, environmentalists, leaders of community organizations, social justice advocates, human rights leaders, and people working for indigenous rights. Participants were invited to

analyse the Theories of Change they heard and explore how these align with and challenge their own theory. In this workshop, we will give a brief outline of the format of our meetings and the core themes that emerged. We will then invite participants to construct their own theory of change with the help of a structured worksheet. Participants will share their theories in pods of four or five and be encouraged to come up with a meta-theory that combines their perspectives. They will also be asked to note the uncertainties that remain after this process. Next, the group as a whole will attempt to draw out the core components involved in social change. We will end with a discussion of the value of thinking deeply about theory as a means to empower and unite the divergent positions of activists and social change agents.

> Presenters:
>> Derek Alton, Wilfrid Laurier University
>> Laine Bourassa, Wilfrid Laurier University
>> Brandon Hey, Wilfrid Laurier University
>> Rebecca Mackenzie, The University of Auckland
>> Manuel Riemer, Wilfrid Laurier University
> Session Organizers:
>> Niki Harre, University of Auckland
>> Rebecca Mackenzie, The University of Auckland

189. Systemic Intolerances facing children and youth: Problems across clinical, educational and community pratice
SCRA
Symposium
2:30 to 3:45 pm
Social Sciences Building: FSS 4006

The purpose of this symposium is to explore the multiple ways in which children, youth and families experience intolerance. The current socio-political climate make it even more critical that we examine the systemic ways in which prejudice effects the daily lived experiences of children and adolescents. The three topics explored in this panel discuss the effect of various intersecting identities on the work we do with youth in terms of conceptualizing directions we must consider in moving forward with our work. Educationally, African American youth have been underrepresented and overlooked. They lack positive role models in the classroom and face inaccurate depictions of black men in the media and in texts. Clinically, children from diverse or lower socio-economic communities are often treated differently (over diagnosed with certain conditions, over medicated for those conditions) and treated differently by the schools that serve them. Finally, we have seen this year, more than ever, the ways in which racial and social divides continue to grow and those most affected are youth of color. It is imperative that we address the growing need of children, youth and families that need community psychologist to address the systems of oppression that continue to plague our schools, our clinical dialogues and our communities. We will address these topics and suggest ways to rise to each challenge as we continue to navigate the new political terrain created in the aftermath of the 2016 presidential decision.

> Participants:
>> Race, (anti)Immigration & Police Brutality in the U.S.: Centering the Political Subjectivities & Voices of Young People Jesica Fernandez, Santa Clara Univesity

The United States 2016 Presidential Election has made visible the permanence of racism. Communities have bared witness to a decaying value for democracy, diversity and social justice. The embodied sense of social trauma has rendered some people afraid, silent, and angry, as well as unapologetically resistant to the exclusion, oppression and intimidation. Among those who have been most affected by racism, and intersecting systems of oppression, have been young people from communities of color. Children of undocumented immigrants and of survivors of police brutality, have been present in this election; yet a theoretical framework to account for their sociopolitical subjectivities is warranted. This presentation will therefore examine how young people speak back to the racialization, violence and oppression within their communities. Drawing from critical race theory and liberation social psychology, I will examine two case studies. The first is of Sophie Cruz, a six year old U.S.-born citizen and daughter of undocumented parents from Oaxaca (Mexico), who in September 2015 wrote a letter to Pope Francis advocating for immigration reform; her presence over the course of the election has remained unwavering. The second case study is of Zianna Oliphant, a nine year old from Charlotte, NC, who in the aftermath of the police shooting and murder of Kevin Lamont Scott, gathered at a City Council Meeting to hold police officials and stakeholders accountable for the fatal shooting of yet another black man. Zianna's testimony speaks to the experiences of police violence and brutality, and like Sophie, she demonstrates her self-determination to be heard, and to advocate for her community. As community psychologists concerned with issues of social justice and the eradication of systems of oppression, we must attend to the political subjectivities of young people in order to create social interventions toward immigration reform and restorative justice.

> Socioeconomic differences in the experience of systemic intolerance: A psychotherapist point of view Michelle Ronayne, Comprehensive Health Services

The current political climate rife with racism, homophobia, sexism, religious intolerance and xenophobia in the United States is reflected in the daily lived experiences of children, youth and families seen in the work of clinical-community psychologists. Many have begun to experience new levels of emotional distress unlike any seen before, at least anecdotally for this therapist, as a result of the new president-elect. Children, Adolescents and their families are afraid of what this election might mean for them. Whatever anyone's politics might be there is no question that racist and sexist statements were made by the President-elect during the campaign and those statements hurt and they are trying to work out how to live not only within their country that has let them down buy how to live within families that have. This presentation will explore experiences as a therapist (my personal reflections) working in two different socio-economic regions and how that effects their reactions to and experiences of systemic intolerance at both the macro and micro level.

> Systemic practices in minority education and their effects: The need for African American history integration into public education Sonja Hilson, National-Louis University

There has been a call nationwide for the enforcement of a multi – cultural curriculum within the public educational system to build efficacy / empowerment, and provide positive identity within communities of minority groups. In the A.A community this need is dire and often overlooked. The state of A.A community in the US is problematic. A.A's account for the largest group of minorities living in poverty, incarcerated, and grossly murdered. Furthermore, the growing disparity in educational attainment of A. A male and women further compromises the already fragile state of the black family community. The systematic issues surrounding this this problem include: failure to provide equitable educational resources in the A.A public school systems, a lack of continuous identifiable role models in education,

as well as an inaccurate depiction of black men and their role in society as expressed by the curriculum, and in mass media. Additionally, the lack of ethnic diversity in curriculum is historically related to the domino effect of slavery and civil rights. This has resulted in a 2% black male educator rate and decreased positive role models both historical and live, for young black men to mimic after. This occurrence also has a negative effect on positive identity with the role of the black man in society, from blacks & non-blacks. Results from the academic attitudes survey indicates a lack of black role modeling is directly correlated to a negative academic attitude, and that there is a significant lack of black history being taught in educational curriculum. While many schools have the option from their districts to incorporate multi-cultural learning they choose to stick to the Eurocentric modeled version. Additionally, outside research indicates that many American views of the AA community are gathered through the distorted symbolism in mass media. Enforcing policy change to mandate African / African American curriculum would prove to be beneficial to deter the ailments of the A.A community as well as to help other's move past negative attitudes toward this group of people.

Session Organizer:
Michelle Ronayne, Comprehensive Health Services

190. Poster Session 3: Friday 2:30 to 3:45
SCRA
Poster Session
2:30 to 3:45 pm
Social Sciences Building: FSS 4007
Participants:

360 Leadership Challenge Rome Meeks, Michigan State University
The plight of Black males is often at the periphery of research. Black males, those specifically living in poor urban neighborhoods, are often exposed to illegal activities, drugs, and the lack of positive influences and exposures (Kiser, 2007; Murray et al., 2011). Moreover, the experiences these males have causes them to question various aspects of their spiritual, cultural, and racial/ethnic identity. I present an intervention that allows men to be challenged through a five-week immersion experience in Ghana, West Africa. Participants are engaged in cultural, spiritual, and educational classes and seminars. Additionally, men are educated, empowered and equipped with a historical perspective of manhood and masculinities that challenges their current perspective; men are empowered as they engage in civic engagement activities and are given leadership roles and responsibilities that equips them with skills such as critical thinking, problem solving and program development. This intervention allows for the raising of critical consciousness, self-efficacy, and spiritual, professional, and racial/ethnic empowerment. Men have completed this program developed to enhance knowledge and application of the values taught in the program such as moral responsibility, personal and academic excellence, spiritual development, and ethnic identity embodiment and embracement.

A Community-based Participatory Research Project to Build Resilience in Latino Youth: Your Life.Your Story Silvia M Bigatti, Indiana University Purdue University Indianapolis; Virna Diaz, Latino Health Organization
Latino youth in Indiana have a 65% higher rate of suicide attempts and a 24% higher rate of depression in comparison to their non-Hispanic White peers; a concerning health disparity. Depression impacts the daily life of adolescents in school performance, behavior, and overall personal functioning, and can have long-term effects by affecting social development and life opportunities. Resilience, or the ability to overcome adversity and thrive, is a protective factor against depression. Using a Community-Based Participatory Research approach, we developed a year-long resilience-building intervention for Latino youth at risk for depression called Your Life. Your Story: Latino Youth Summit (YLYS). YLYS, which has foundations in Positive Youth Development, is a multicomponent and interdisciplinary intervention which consists of an initial week-long summer day camp, followed by monthly booster sessions. In its third year, YLYS has demonstrated efficacy in increasing resilience and decreasing depressive symptoms. The detailed components of the YLYS summer day camp, including the resilience-building, identity development, coping and social support components, as well as the mentoring component will be shared. We will present qualitative and quantitative results of the summer day camp and yearlong booster sessions. We will highlight the strong network of collaborators and researchers involved. Finally, we will discuss how this evidence-based, interdisciplinary, community-focused program meets all three areas of focus of the university professor: teaching, research and service.

A Creative Community Practice for Economic Empowerment of Women in Tehran Maryam Tahmasebi, student
In 2010, I conducted a series of workshops in Tehran for women facing hardship due to the economic crisis caused by international sanctions against Iran. The community well- being was in danger at many levels. Among different groups, women were more affected by economic hardship due to gender discrimination such as scarce job opportunities and income inequality. In addition, the economic status of households was diminished . Working in a non-governmental organization (Center for Peace and Environment) I developed a workshop combining creative economic and Jungian psychological approaches to empower women with tools they could use in their daily lives. 60 women ages 20 to 65 attended the workshops. The intervention appeared to be effective based on feedback received from participants located within district six of the municipality of Tehran. In this presentation, I will share the interdisciplinary concepts used, applied methods, and received feedback as well as challenges and obstacles. I would engage audience with a creative interdisciplinary method toward concept of money as a key element in daily life. Keywords: women empowerment, educating women, psychology, microeconomics, interdisciplinary method

A Multisource Source Review of City-Academic Partnerships Fiona Thomas, Ryerson University; Christina Mutschler, Ryerson University; Sofia Puente-Duran, Ryerson University; Kelly McShane, Ryerson University; Reena Tandon, Ryerson University
City-Academic partnerships are described as a working relationship with a municipal government and an academic institution. Such partnerships have been utilized in a variety of contexts including neighborhood development, housing, environmental initiatives, economic activities, charitable/volunteer programs, recreational events, health and safety issues and academic outreach. As part of a commissioned project, we reviewed successful interdisciplinary collaborations between cities and academic institutions to identify lessons for how such partnerships can be implemented. A mixed-method approach was used with a focus on three data sources: published literature from academic journals; grey literature found on the Internet and from reports; and key informant interviews of partnerships including one city employee and academic partner. The following cities were included: Vancouver, Calgary, Montreal, Waterloo, London (Ontario), Boston, Chicago, Dublin, and Detroit. A total of 2 academic articles, 13 grey literature sources

were reviewed, and 4 individual interviews were conducted. Thematic analysis was conducted using a pragmatic lens. Findings indicated the following characteristics were most helpful for nurturing city-academic partnerships: a) establish a trusting relationship, b) recognize the differences between academic and city-politics culture, c) engage in partnerships that were thought to enhance dissemination of knowledge, and d) have a point-person to bridge the gap between both sides and ensure continuity. Such findings of best practices from a global sample can inform how other municipal governments and academics build successful city-academic partnerships.

A RetrospectiveProject Envision: Evaluating a Community Mobilization Program to Prevent Sexual Violence in New York City Lily Glen, Mailman School of Public Health, Columbia University; Victoria Frye, City College of New York, CUNY; Laura Fidler, Independent Consultant; Deborah Fry, University of Edinburgh; Meghan O'Connor, Independent Consultant; Chris St. John, Independent Consultant; Tamara Pollak, Independent Consultant; Mary Haviland, New York City Alliance against Sexual Assault

Background: Sexual violence is a serious social and health problem associated with significant, adverse, short- and long-term physical and mental health outcomes. Researchers and practitioners have increasingly shifted toward community-level strategies for the primary prevention of sexual violence. However, we still have very little information about how to work with communities to prevent sexual violence. This report describes results of a retrospective evaluation of Project ENVISION, a 6-year community mobilization project to prevent sexual violence in three neighborhoods of New York City (NYC) through the development of community coalitions, led by the NYC Alliance against Sexual Assault (the Alliance). Through analysis of the experiences and interpretations of individuals who led and implemented the project, we identify key factors that contributed to its successes and limitations. Methods: We conducted a mixed methods study, including a systematic literature review, archival source-document review and qualitative in-depth interviews (N=19) with community coalition members and former Alliance staff members. The literature review revealed key themes, which informed the interview guide. Text data was coded and analyzed using a grounded theory approach; emergent themes, contexts and conditions, reflecting the factors that influenced coalition experiences, were identified. Results: Key themes and contexts that emerged included: 1) tensions around community and problem definition and engagement; 2) planning vs. executing; 3) size, scope and resources; 4) mission creep and coalition structure; 5) barriers to sustainability; and 6) perceived vs. actual impacts. Conclusions: We systematically documented and analyzed the natural history of Project ENVISION. Results contribute to the knowledge base of community mobilization approaches for the primary prevention of sexual violence. Results also support researchers and practitioners seeking to design, implement and evaluate participatory community-based sexual violence prevention programs, particularly in diverse, urban settings.

Acculturation and Discrimination among Latino/a Immigrants: Results from the Immigration Identity Project Hannah Sauter, Michigan State University; Kaston Anderson-Carpenter, Michigan State University; Paige Haight, Michigan State University

Discrimination is a major social determinant of health among first- and second-generation Latino/a immigrants. Research indicates discrimination is associated with worsened outcomes, including reduced self-esteem and quality of life. Limited research has delineated the differences in perceived discrimination among Latino/a immigrants who engage in separation, assimilation, and bicultural acculturation strategies. The present study hypothesizes that bicultural immigrants experience less discrimination than those who use a separation or assimilation acculturation strategy, even when accounting for documentation status. The study used data from the Immigrant Identity Project, which analyzed the association between immigrant identity and acculturation theory. Participants completed surveys regarding whether they felt discriminated against, whether they were first- or second-generation immigrants, number of years in the United States, and the country with which the participants identified (i.e., country of origin, United States, or both). Logistic regression analyses were used to determine whether: (a) first-generation immigrants reported more discrimination than second-generation immigrants regardless of time in the United States, and (b) whether bicultural immigrants reported less discrimination than immigrants who use a separation strategy of acculturation. A total of 159 first- and second-generation Latino/a immigrants from New York and New Jersey participated in the study, ranging in age from 13 to 51 (M = 25.7 years, SD = 6.75). Second generation Latino immigrants were 87% less likely to experience discrimination than first generation, even when accounting for years spent in the United States (AOR = 0.13, 95% CI: 0.05-0.36). However, the results showed that bicultural immigrants are over 3.5 times more likely to experience discrimination than those who use a separation acculturation strategy (AOR = 3.58, 95% CI: 1.01-12.65). Given the present study's findings. Future research should continue to examine differences between immigrant generations' experiences of discrimination and health, as well as specific factors of discrimination in relation to acculturation strategy.

Addressing health inequities in Ontario, Canada: What solutions do the public support? Maritt Kirst, Wilfrid Laurier University; Ketan Shankardass, Wilfrid Laurier University; Aisha Lofters, St. Michael's Hospital; Carlos Quinonez, University of Toronto

Background: As public opinion is an important part of the health equity policy agenda, it is important to assess public opinion around potential policy interventions to address health inequities. We report on public opinion in Ontario about health equity interventions that address the social determinants of health. We also examine Ontarians' support and predictors for targeted health equity interventions versus universal interventions. Methods: We surveyed 2,006 adult Ontarians through a telephone survey using random digit dialing. Descriptive statistics assessed Ontarians' support for various health equity solutions, and a multinomial logistic regression model was built to examine predictors of this support across specific targeted and broader health equity interventions focused on nutrition, welfare, and housing. Results: There appears to be mixed opinions among Ontarians regarding the importance of addressing health inequities and related solutions. Nevertheless, Ontarians were willing to support a wide range of interventions to address health inequities. Respondents who attributed health inequities to the plight of the poor were generally more likely to support both targeted and broader health equity interventions, than neither type. Political affiliation was a strong predictor of support with expected patterns, with left-leaning voters more likely to support both targeted and broader health equity interventions, and right-leaning voters less likely to support both types of interventions. Conclusions: Findings indicate that the Ontario public is more supportive of targeted health equity interventions, but that attributions of inequities and political affiliation are important predictors of support. The Ontario public may be accepting of messaging around health inequities and the social determinants of health

depending on how the message is framed (e.g., plight of the poor vs. privilege of the rich). These findings may be instructive for advocates and policy-makers looking to raise awareness of health inequities.

Adolescent Perceptions of Neighborhood Characteristics and Neighborhood Size Mikayla King, Bowling Green State University; Mercedes Barbara Pratt, Bowling Green State University; Carolyn Tompsett, Bowling Green State University

Definitions of social cohesion include a wide range of topics that include the formation of a sense of social solidarity, income equality, sense of common values, a group[s willingness to cooperate with one another, and developing a sense of belonging within an individual[s social environment (Forrest & Kearns, 2001; Stanley, 2003). According to McDondald (2006) obtaining information on the relationship between neighborhood cohesion and distance traveled can be seen as more accurate when the individual reports versus census data on neighborhood boundaries. For the current study, it is hypothesized that adolescents who report closer social cohesion within their home neighborhood will have a smaller area (mi²) within neighborhood boundaries. Those who report a smaller area will be more likely to know, and feel more attached to individuals they are in contact with on a day to day basis. Adolescents discussed their thoughts of their home neighborhood and constructed neighborhood boundaries by drawing on maps (final N=50). This data was then entered into ArcMap, a software program designed for the analysis of geographical information (GIS). Self-reported area of home neighborhood with a preliminary sample (n=22) ranged from .09 to 3.9 square miles. Preliminary correlation analyses did not find a significant relationship between the size of the perceived home neighborhood and the adolescent[s reports of neighborhood social cohesion (r = -.09, p = .69). Post-hoc analyses exploring the association of neighborhood attachment (r=-.12, p=.58), social control (r=.06, p=.80), collective efficacy (r=-.01, p=.97), and street code to neighborhood size (r=.00, p=1.00) were also small in effect size and non-significant. Discussion will include alternative conceptualizations of adolescent perceptions of neighborhood social processes and possible associations with perceived neighborhood size (e.g., Coulton, Jennings & Chan, 2013).

Alcohol Outlet Locations and Urban Adolescent Views of Neighborhoods Kendel Strasser, Bowling Green State University; Mercedes Barbara Pratt, Bowling Green State University; Carolyn Tompsett, Bowling Green State University

The environment in which an adolescent resides affects their development (Leventhal, Dupere, & Brooks-Gunn, 2009). Mennis and Mason (2011) found that participants' perceptions of locations as risky or safe, together with objective location characteristics, predicted adolescent substance use. Furthermore, Gorman et al (2001) established that alcohol outlet density was positively correlated with violent crime. It seems likely that the presence of violent crime would increase negative perceptions of the neighborhood. Thus, the present study sought to understand the effects of presence of alcohol outlets on adolescent perceptions of their neighborhoods. Fifty adolescents were recruited from neighborhood afterschool programs and through word of mouth in an urban neighborhood. They participated in individual interviews, outlining their perceived home neighborhood via sketch maps, which were then recorded onto ArcGIS software. Publicly available data was used to locate and sum the number of alcohol outlets— including bars, liquor stores, and convenience stores selling alcohol—within the adolescent's self-defined home neighborhood. Number of alcohol outlets ranged from 0-18 (M =3.6, SD =5.11). Adolescent perceptions of characteristics of their home neighborhood were assessed through survey

measures of: neighborhood attachment, street code, and collective efficacy (comprised of social cohesion and informal social control). Preliminary correlations (n=25) indicate that adolescent perceptions of their home neighborhood are at most only weakly correlated with the number of alcohol outlets within the neighborhood. This is similar to other studies finding weak or absent correlations between neighborhood structural characteristics and resident perceptions (Burton, Price-Spratlen, & Spencer, 1997; Sampson & Raudenbush, 2004). Adolescents may consider other neighborhood characteristics in shaping their perceptions of neighborhood social processes. Final analyses will explore individual characteristics that may contribute to adolescent perceptions of neighborhood characteristics, and may buffer or exacerbate the effects of alcohol outlet presence.

An Ecological Understanding of Alcohol-Specific Parenting Practices in Latino Families Amber Kraft, University of Illinois at Chicago

This study applies an ecological perspective to inquire how alcohol-specific parenting (ASP) strategies are experienced and interpreted by Latino youth in the Humboldt Park community. Substantial evidence demonstrates parental influence on underage drinking behaviors through both general and alcohol-specific parenting (ASP) strategies. However, ASP strategies are rarely investigated with respect to their ecological context, and even less often in specific ethnic or geographic communities. The purpose of this study is to explore how an ecological understanding of ASP strategies, as interpreted by youth, challenges the current body of theoretically decontextualized underage drinking and ASP research, and its associated interventions, by answering the following questions: 1) How do Latino youth describe and experience ASP strategies used in Humboldt Park? 2) How does the ecological context inform Latino youths' appraisals of ASP strategies? This study used focus groups and grounded theory methods, including purposeful sampling, initial and focused coding, memoing and member validation. Findings indicate Latino parents in the target community frequently apply harm-reduction strategies to reduce alcohol-related risks rather than prevent teen drinking itself. These strategies represent an adaptation to the local environment, including family and migration history, both local and cultural norms of teen drinking, and perceived risks specific to the community.

Associations between Perceived Homophobia, Community Connectedness, and Health Care Utilization: A Mediational Analysis Kaston Anderson-Carpenter, Michigan State University; Hannah Sauter, Michigan State University; Jose G. Luiggi-Hernandez, Duquesne University; Paige Haight, Michigan State University

Since the Affordable Care Act was enacted, millions of Americans have gained access to care. However, access remains disproportionately lower for LGBTQ adults of color. The minority stress model describes the mechanism between stigma and health outcomes, and research suggests that social connection can mitigate stigmatizing experiences. However, limited research has examined the association between social connectedness, stigmatizing experiences, and health care access. The present study examines the extent to which connectedness to local LGBTQ communities mediates the association between connection to local LGBTQ communities, perceived homophobia, and accessing a regular health care provider. The study used data from the 2010 Social Justice Sexuality Project. The final participant sample consisted of 4,953 LGBTQ adults recruited from all 50 states, Washington, D.C., and Puerto Rico. Participants reported whether they had a regular doctor or health care provider (yes/no), the level of perceived homophobia, and the extent to which they felt connected to their local LGBT community. The data were analyzed using

the medeff Stata command, which provides a mediation analysis for binary outcomes. The results showed that for every one-unit increase in perceived homophobia, LGBTQ adults were 3% less likely to have a regular doctor or health care provider. Although the outcome variable did not meet the criteria for mediation with respect to gender variant adults, the results showed that for LGBQ cisgender adults, social connectedness partially mediated the association between perceived homophobia and access to health care. The results of the mediation model indicated that for sexual and gender minority adults, engagement in local LGBT groups can mitigate some of the impact of perceived homophobia on care access. Future research should study the unique experiences of trans men and women in accessing care. Additionally, future interventions should utilize local LGBT groups as a conduit to supporting coping strategies for homophobia.

Best Practices for Safe Data Handling for Community Psychologists Konrad Czechowski, University of Ottawa; John Sylvestre, University of Ottawa

As technology has evolved, the safe handling of research data has become more complex. It is therefore essential that researchers are aware of the security risks to their data and that they take the appropriate steps to safeguard that data to protect their participants. Community psychologists are often involved in collecting confidential personal information in the field from participants. Since community psychologists often work with marginalized communities who may be particularly negatively affected by a breach of confidentiality, it is especially important that information is appropriately handled and safeguarded to minimize the risk of a breach. The Centre for Research on Educational and Community Services (CRECS) at the University of Ottawa conducted a review of best practices in the collection and handling of research data leading to the identification of critical steps for collecting and anonymizing data to minimize the risk of data breaches. Working from multiple sources, including the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2, 2004), the Harvard Research Data Security Policy and in consultation with data security experts employed by the University of Ottawa, we have identified five types of data (from directly identifying information to anonymous information) and four levels of risk (from information that would cause severe harm if disclosed to non-confidential research information) with steps to appropriately secure data corresponding to each level of risk. Best practices for data storage, access, sharing, and field collection are discussed.

Challenges and strategies of refugees' Colombian women in Quebec City: transition, empowerment and identity Séverine Garnier, École de psychologie, Laval University

The humanitarian protection program of Colombians in «source country» took place from 1998 to 2011 (CIC, 2011ab). During that period, about 1 000 Colombian women found shelter in Quebec City (MICC, 2014). Based on the model of the individual in transition (Goodman, Schlossberg & Anderson, 2006), reviewed in a systemic and critical perspective, this qualitative study aims to understand the experience of these new citizens regarding challenges they face in the host country as well as the strategies and resources they use to overcome these challenges. This study also aims to explore the process and characteristics of their empowerment (Le Bossé, Dufort & Vandette, 2004) and the identity restructuration achieved (Giddens, 1991), following the migratory transition. Semi-structured individual interviews were conducted with 20 Colombian women refugees settled in Quebec City, since 2 to 10 years. Results obtained through content analysis are presented in a dynamic and sequential diagram that illustrate the

challenges these women are confronted with in terms of general adaptation, learning, socioeconomic integration, health and relationships. Fed by structural obstacles some of which may lead to poverty and exclusion, these challenges are embedded one to the other and interact with each other. To resolve these overwhelming challenges, these women need to have perseverance and determination to rebuild both their internal and external world. This research shows the importance of a critical, global and structural approach that foster empowerment, to fully understand refugee women's experience in host countries and broaden the scope of interventions.

Citizen Engagement – the Case of Parents of Adults with Intellectual and Developmental Disabilities (IDD) in Ontario Helene Ouellette-Kuntz, Queen's University; Lynn Martin, Lakehead University; Nicole Raymer, Queen's University; Mara Habash, Queen's University; Rosemary Lysaght, Queen's University; Virginie Cobigo, University of Ottawa

The last 2 decades have seen increased recognition by governments of the need to better involve citizens in decision- and policy-making processes that affect their lives; citizens are also increasingly interested in more active and meaningful participation in social processes. This research critically examined recent engagement of parents of adults with IDD in Ontario in advocacy and policy issues. Parents have historically played an important role in the development of services for their children with IDD. In Ontario, parent advocacy led to the closure of institutions and creation of a model for supporting individuals with IDD to live, work, and play in the community. In spite of these successes, social policy regarding adults with IDD in Ontario (and Canada) is at a turning point. Recent years have seen an unprecedented increase in public attention to the plight of adults with IDD and their families. Media reports of families in crisis and the numerous cases brought to the Ontario Ombudsman led to the creation of the Ontario Legislative Assembly's Select Committee on Developmental Services in 2013. The Select Committee (2014) and the Ombudsman (2016) recommended significant system reform. In both instances, parents were key drivers leading to recognition for system change. At the same time, the Ontario Ministry of Community and Social Services funded the Multidimensional Assessment of Providers and Systems (MAPS) research program (2010-15), which aims to improve quality monitoring in the sector. Over 200 parents participated in a longitudinal MAPS study on their experiences in securing services for their adult children with IDD. Reports from the Ombudsman, the Select Committee and the MAPS project on parents were qualitatively analyzed using a framework approach (based on recognized criteria for effective citizen engagement) to ascertain the nature of engagement by parents, and the potential and realized influence of each activity.

Collaborative Evaluation to Transform HIV Prevention: Recommendations from an Academic, Community, and Health Department Partnership George J. Greene, Northwestern University; Christian Nicholas Adames, Northwestern University Feinberg School of Medicine; Mallory Edgar, University of Chicago Medicine; Amy K. Johnson, AIDS Foundation of Chicago; Patrick Stonehouse, Chicago Department of Public Health; Gregory Phillips, Northwestern University

Background: At the end of 2013, Chicago's HIV prevalence rate was three times higher than the national average. In efforts to stop the spread of HIV, the Chicago Department of Public Health funded 20 demonstration HIV prevention projects across the city, including a university-based Evaluation Center to collaborate with the 15 community-based organizations delivering

HIV prevention services. Methods: Semi-structured interviews (N=34) were conducted with at least one representative from each project to assess intervention successes, challenges, and facilitators encountered during project implementation. Content analysis was performed following a directed approach and mixed methods analysis examined differences in coded excerpts by staff position, intervention type, and organization type. Results: Mixed methods analyses indicated that recruitment was the most frequently discussed theme, and this was more often the case for field staff versus project directors. Although recruitment challenges were the most commonly described sub-theme, participants also highlighted strategies that were effective in their work. Across all interview themes, participants most frequently discussed challenges in implementing their interventions, highlighting the need for ongoing technical assistance and capacity building, and providing valuable input for future health department initiatives. Conclusions: Implementation evaluation data revealed numerous challenges experienced across HIV prevention projects across diverse organizations, facilitated the Evaluation Center's provision of tailored technical assistance to each project, and informed recommendations for future HIV prevention implementation efforts. These findings underscore the importance of establishing academic, community, and health department partnerships to assess whether or not HIV prevention projects are reaching their intended populations, addressing HIV prevention needs, and achieving anticipated outcomes.

College Students' Social Change Behaviors: Examining Individual Social Group Membership and Participation in Campus Groups Jacqueline Yi, University of Illinois Urbana-Champaign; Nathan Todd, University of Illinois at Urbana-Champaign; Emily Blevins, University of Illinois at Urbana-Champaign; Beth Hoag, University of Illinois Urbana-Champaign

Understanding how and why people engage in social change behaviors to improve their communities (e.g., community service, community action to address societal inequality) has long been a topic of interest for community psychologists. In this poster we focus on the college campus as a context to understand the interplay between individual social group membership and participation in the larger social environment with hopes of informing how to facilitate social change behaviors. Previous research shows that certain social group memberships, such as identifying as a woman or a racial or ethnic minority, predicts more social change behaviors (Johnson, 2014; Segar, 2011). Participation in campus student groups (e.g., cultural and service clubs) also is associated with greater social change behaviors. However, little research has examined if participation in campus student groups is more or less likely to promote social change behaviors depending on social group membership. To examine this question, in this poster we present results from a secondary analysis of over 800 students from our university who participated in the 2015 Multi-Institutional Study of Leadership (PI: John P. Dugan). Our initial findings indicated the importance of both social group membership and participation in campus student groups in predicting social change behaviors. For example, compared to White students, students of color were more likely to engage in social change behaviors; and students participating in service, cultural, and religious campus student groups also engaged in more social change behaviors. There also was an interaction such that the effect of participating in service clubs in predicting social change behaviors was stronger and more positive for Asian compared to White students, and stronger and more positive for non-religious students compared to Christian students. We discuss implications for future research and campus programming to further support

students' social change behaviors in the college context.

Community schools in the rust belt: A case study of multi-sector collaboration Elizabeth A Mellin, Binghamton University - SUNY

The challenges of people living in Rust Belt communities - regions of the country that provided much of the manufacturing resources during the previous century – are well documented. A process of uneven development and a "brain drain" caused by an outmigration of talented youth, have contributed to health, mental health, and substance use concerns in these communities. Rust Belt communities are increasingly addressing these issues through collaborations that involve city government, universities, social service agencies, health organizations, and school districts. Community schools, is one multi-sector approach being used to address the needs of young people in Rust Belt communities. The purpose of this presentation is to share findings from a case study focused on whether and how multi-sector collaboration can impact developmental and academic outcomes for youth in one Rust Belt community. This mixed-methods case study is utilizing GIS, social network analysis, interviews, observations, as well as document analysis to examine whether and how multi-sector collaboration contributes to youth-level outcomes. Preliminary results highlight the complexities of developing (i.e., trust, turf issues, data sharing) these relationships and unanticipated outcomes for youth (i.e., attendance for students receiving services may improve, but at the same time, office disciplinary referrals may increase). The primary implication of this research is identifying the mechanisms by which collaboration shapes youth outcomes, as well as empirical evidence for those successes, that could guide other community schools. By focusing on questions of how Rust Belt communities collaborate, this research contributes to a body of useful knowledge by: (a) describing how multi-sector collaboratives are structured and their functioning; (b) identifying how multi-sector collaboratives may impact proximal outcomes (i.e., service access, teacher burnout) necessary for improving distal youth-level outcomes; and (c) informing the field about how community schools, as one type of multi-sector collaborative, relates to youth-level outcomes.

Conceptualizing residential environment potential for physical activity among older adults living in public housing Kadia Saint-Onge, Université du Québec à Montréal; Janie Houle, Université du Québec à Montréal

Physical activity has the potential to promote both individual and collective positive mental health outcomes (Mutrie & Faulkner, 2004; McNeill, & Emmons, 2012). In Quebec, tenants of public housing present considerably lower indexes of psychological well-being than those of the private market (Rivest, 2015). Moreover, physical activity participation is lowermost in Quebecers having a lower income than in the more privileged (TOPO, 2012; ESCC, 2008–2009). These indexes shed light on important social inequalities reducing older adults living in public housing's access to opportunities to be active and thus to lead healthier, happier lives. Before we can develop tailored interventions geared towards reducing these inequalities, it is useful to develop a tailored conceptual and evaluative framework from which to build social capital for physical activity. Drawing on justice-based socioecological models of physical activity (Lee & Cubbin, 2009; Lee et al., 2011), the framework chosen to conceptualize person-environment fit and promote accessible everyday-living physical activity behaviours considers physical, functional, participative and sociocultural capacities (Horelli, 2006) of locally-dependant individuals within their residential environment. It is believed that such a framework will allow to better understand and thusly facilitate older adults living in public

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housing's experience and access to everyday-living physical activity. The framework lays the foundation for a study using walk-along interviews (Van Cauwenberg et al., 2012) to be conducted with 24 participants aged 60 years or older and living in public housing in Montreal, Quebec.

Creating an Open-Source, Strength-Based Assessment Tool for Social-Emotional Competence in Children Rebecca Passarelli, Miami University; Hannah Dinnen, Miami University; Jack David Baker, Miami University; Marissa Smith-millman, Miami University-Oxford; Paul Flaspohler

Social and emotional learning (SEL) is important for student success (Durlak et al., 2011). SEL includes both interpersonal and intrapersonal skills, and is typically defined by five core competencies: self-awareness, self-management, social awareness, relationships skills, and responsible decision making (CASEL, 2012). Development of these five competencies has been shown to have a positive impact on student outcomes including academic performance, mental health, and school behavior (Payton et al., 2008; Wilson, Gottfredson, & Najaka, 2001). Given the correlation between these competencies and positive student outcomes, it is important for schools to evaluate and promote students' SEL skills. A number of assessment tools exist to measure SEL skills in children. However, there are no public-domain assessment tools focused specifically on measuring key SEL competencies in elementary school students using a strength-based approach. The current strength-based assessment tools for SEL competence are only available to schools for a fee. For many schools, these prices discourage, limit, or prohibit the use of such measures. Because the use of these assessment tools is critical to understanding prevention and intervention, as well as tracking student progress over time, this cost limitation is detrimental to SEL promotion efforts in schools. Interact for Health, a non-profit organization, has partnered with a research team at Miami University to develop an open-source, strength-based assessment tool for social and emotional leaning. The research team interviewed elementary school teachers and will be creating and testing a pilot measure to assess social and emotional competence in third, fourth, and fifth grade students. This poster seeks to explain the need for this study, outline the larger research project, and report on the progress to date. One innovative aspect of this poster presentation is that we will be using an iPad to collect survey data about usability and accessibility from conference attendees who view the poster.

Dance and Sex: A qualitative study Katelyn Espenshade, Penn State Harrisburg

The qualitative analysis of eight formally trained dancers explores the relationship between formal dance training and the development of healthy sexuality. The purpose of this research is to better understand the unique aspects of formal dance training and to what extent this training impacts sexual autonomy, self-exploration, self-esteem, and embodied communication. The study will include a prompt related to the current reemergence of the feminist movement in the American main stream dialogue, the context in which the participants live, and its effect on this subject matter. Data from 4 written prompts, collected as reflective journal entries will be emailed to each participant over the course of 2 months. Participants will consist of a total of 8 female participants with at least 6 years of formal dance training, varying in race and education, ranging between the ages of 21-31. The age range of participants was purposefully selected to determine the effect of dance training on the millennial generation. An inductive analysis of the data will explore parallels in narratives and themes. Additional follow up interviews will supplement the

data taken from the journal entries, as participants are encouraged to write about their own sexual exploration and experiences independently of the researcher.

Developing Experiential Knowledge of Self-Help Groups under the Influence of Professional and Indigenous Knowledges Tomofumi Oka, Sophia University

"Experiential knowledge" (Borkman, 1974) is a key concept when researching self-help groups. Discussion of the experiential knowledge of self-help groups has compared it to professional and indigenous knowledges. This paper explores the development of the experiential knowledge of self-help groups for family survivors of suicide in Japan, which has, and continues to be, influenced by both these kinds of knowledge. Methods: An ethnographic study was conducted on self-help groups for family survivors of suicide in Japan. I have been involved with these groups since 2008, and conducted conversational and semi-structured interviews with group members, as well as participatory observations at their gatherings. I also collected and analysed booklets and newsletters published by the groups. In addition, I reviewed the textbooks and guidebooks used for training bereavement professionals and volunteers in Japan, and surveyed the literature on traditional Japanese perspectives on death and bereavement. Findings and Discussion: The family survivors' experiential knowledge came to the fore as they began to doubt the effectiveness of group interventions by bereavement professionals. Survivors also rejected the various "stage models of recovery from grief" advocated by these experts as not matching their own experience, and began to consider their grief as something that would stay with them in some form for the rest of their lives. Consequently, their experiential knowledge served as an antidote to the pathologisation of grief, which is a salient feature of the professional knowledge on bereavement prevalent in Japan. On the other hand, their experiential knowledge included concepts of professional knowledge such as trauma, and those of indigenous knowledge such as "time medicine"— the notion that time is a good medicine for alleviating grief. Their experiential knowledge has thus developed not only from their experiences, but also from concepts drawn from both professional and indigenous knowledges.

Development of the commitment scale for social change Naoya Takahashi, Rissho University

Social change is an important concept in community psychology and has been defined theoretically. However, few researchers have specifically discussed what way of civic participation promotes social change. In this study, therefore, the state of civic participation in preparation for social change was positioned as commitment to social change. The study was intended to develop a commitment scale for social change (CSSC) and clarify its structure, and to analyze which subscales of the CSSC related to actions to realize social change. Responses to a questionnaire were collected from 255 university students. As a result of factor analysis, three subordinate factors ("Community activities," "Just achieved action" and "Readiness") were extracted. To confirm the validity of these scales, the relationships between these subscales and acceptance for people released from prison as well as the pros and cons of offenders rehabilitation were examined. The results showed positive correlations between "Just achieved action" and acceptance of people released from prison as well as objection to offenders rehabilitation, and between "Readiness" and acceptance of people released from prison. It was also found that "Community activities" and "Readiness" positively correlated with general trust and perspective-taking. Based on these results, how to make an effective commitment to social change was discussed.

Does High-School Diversity Predict Racial Identity and Mental Health among Black and Latino College Students? David Silverman, University of Virginia; Audrey Wittrup, University of Virginia; Noelle Hurd, University of Virginia

Black and Latino college students attending predominantly White institutions (PWIs) may encounter challenges that can prevent them from fully benefiting from their educational experience (Harper & Hurtado, 2007). A combination of normative and unique stressors may put students of color at greater risk of experiencing psychological distress. In addition, school demographics have been shown to affect youths' racial identity and mental health outcomes (Stephens et al., 2012). However, research has not explored how high school racial composition may influence trajectories of racial identity and psychological distress among students of color attending PWIs across the college years. Moreover, research has failed to examine how trajectories of racial identity may predict trajectories of psychological distress among students of color attending PWIs. The current investigation aimed to fill this gap by examining whether students' high school racial composition predicted starting levels and changes in racial identity and psychological distress over time. In addition, we examined whether racial identity predicted psychological distress initially and over time. This study included 124 college students (76% Black, 24% Latino) attending a PWI. Students reported their depressive symptoms (Beck & Brown, 1996), anxiety symptoms (Beck, 1988), private regard (i.e., racial pride) and public regard (i.e., perceptions of how other races view members of your race; Sellers et al., 1998) across four time points. Results of analyses indicated that private regard was negatively correlated with depressive symptoms across all time points, public regard was negatively correlated with depressive symptoms at time points 1 and 2, public regard was negatively correlated with anxiety at time point 4, and the percentage of White students from their high school was negatively associated with depressive symptoms at time point 3. Results of Latent Growth Curve Analyses will be presented and implications of study findings will be discussed.

Drawing on Tradition and Innovation to Connect Research and Practice Jennifer Agans, Cornell University; Andy Turner, Cornell University; Anthony Burrow, Cornell University; Karl Pillemer, Cornell University

Community-campus partnerships and networks bridging research and practice have a long history. In the United States, one of the first examples of this type of work comes from the land grant system of colleges and universities. Established in 1862, when the federal government gave each state land to establish colleges teaching agriculture and other practical subjects, land grant colleges brought higher education to common citizens (National Research Council, 1995). Beginning in 1914, these colleges espoused a tripartite mission of teaching, research, and extension, including outreach to youth through 4-H programs. Today, although 4-H continues to provide high-quality programming in areas ranging from agriculture and nutrition to robotics and computer science, many extension programs are not well connected to youth development researchers and may be overlooked as community partners. As one solution to this disconnect between youth development research and practice, the Program for Research on Youth Development and Engagement (PRYDE) was created at Cornell University, the land grant for New York State. The mission of PRYDE is to promote positive youth development through innovative research and evidence-based approaches. Working in partnership with 4-H, PRYDE strives to understand and improve the lives of today's youth and to explore best practices for establishing and maintaining collaborations between campus and community. This poster will outline the ways in which PRYDE is building on Cornell's tradition of extension to help connect New York State's network of 4-H programs with faculty conducting youth development research. In addition, the poster will discuss the role of PRYDE as a response to changing pressures in higher education, which may incentivize researchers to avoid community-based work, and situate the program as one of increasingly many initiatives aimed at translating and applying youth development research to make an impact for youth and their communities.

Educational Pathways Among Intergenerational Women in the Dominican Republic Peggy Tull, University of DePaul; ida salusky, DePaul University

In examining educational outcomes among women in lower income areas, attrition in academics is usually attributed to early pregnancy as a cause. However, this process may be more complex, and pregnancy may not be the primary cause of academic attrition. A series of qualitative interviews were conducted among lower income Haitian women living the Dominican Republic to examine educational outcomes, looking at triads and diads of women intergenerationally: grandmothers, mothers, and daughters. Many of these women are young mothers, but initial coding analysis indicates that the mechanisms for educational outcomes and pathways are more complex than simply being due to early pregnancy. Results will present findings on how educational outcomes are connected to complex life processes, and what barriers and life circumstances are more conducive to completion of academics and which are more related to attrition, understanding that pregnancy and motherhood in itself is not the primary factor.

Emotional Support from Family and Friends: Longitudinal Trends among Sexual Minority and Heterosexual College Students Jason Sumontha, University of Virginia; Noelle Hurd, University of Virginia

Social support has been defined as the knowledge that one is a part of a network of mutual obligations which provide care, love, and esteem (Cobb, 1976). Social support has been found to be associated with mental and physical health among sexual minority and heterosexual young adults (Needham & Austin, 2010). Family support, in particular, has been identified as an important factor in promoting positive outcomes among adolescent youth (Bouris et al., 2010). Research, however, suggests that sexual minority youth may report less support from their family than do heterosexual youth (Needham & Austin, 2010), and may place a greater reliance on supportive peer networks to cope with parental rejection (Weston, 1991). Few studies, however, have examined how social support may change across a period of time (McConnell et al., 2016). The purpose of the current study was to examine longitudinal changes in social support from family and friends among a sample of underrepresented college students at a primarily white institution. Participants were 337 students (287 heterosexual and 50 sexual minority). Data were collected on participants' perceived emotional support from parents and friends across 4 time points spanning 3 years of college (See Table 1). Preliminary analyses were conducted using factorial repeated measures ANOVA (See Figure 1). Regarding family support, we found a significant interaction between wave and sexual orientation $F(3, 948) = 3.83$, $p = .010$. Sexual minority students reported significantly less emotional support from family than did heterosexual students at Wave 1, however they were not significantly different from each other in subsequent waves (2-4). No significant results were found regarding the association between friend support and sexual orientation across time points. Initial results suggest that perceived emotional support among a college sample may vary as a function of sexual orientation and time.

Conference Program

Enhancing Success for People in 12-Step Programs Alexandria Darden, University of Kansas; Vincent Francisco, University of Kansas

Community-based 12-step programs acquire more people with substance use problems than formal treatment services (Tonigan & Beatty, 2011). Consequences of substance use, social support and affiliation with 12-step groups are factors that contribute to long-term recovery (Laudet, Savage & Mahmood, 2002). The importance of social and community support, and the social context in addictive disorders enhances understanding of recovery, although many questions about contributing factors remain unanswered (Laudet, Savage & Mahmood, 2002). A particular tool that has proven useful for contextualizing community concerns in participatory action research is Photovoice, a health promotion strategy that raises awareness for diverse community needs. (Wang, Yi, Tao, & Carovano, 1998). Identifying the importance and satisfaction of existing programs, policies and services by community members can be completed by utilizing a participatory needs assessment, the concerns report method. (Fawcett, Seekings, Wang-Ramos, Muiu, & Suarez-Balcazar, 1984). The current procedure demonstrates a process for identifying features of the context that facilitate or detract from the success of participants in a 12-step program for substance abuse recovery.

Evaluating the effects of community outreach for addressing health equity within a national diabetes initiative Charles Sepers, University of Kansas; Jerry Schultz, University of Kansas; Ithar Hassaballa, University of Kansas; Stephen Fawcett, University of Kansas; Vincent Francisco, University of Kansas

Racial and ethnic minority and low-income populations are disproportionately impacted by type 2 diabetes by both the prevalence of the disease and the opportunity to access quality and affordable healthcare. This research examined the effects of a national diabetes treatment and prevention initiative, Bristol-Myers Squibb Foundations Together on Diabetes, that featured increasing access for diabetes care as a core intervention component across 22 implementation projects within 75 communities as part of a comprehensive participatory evaluation. An online monitoring and evaluation system was used to measure activities related to implementation of the initiative. Featured elements of the intervention included the use of community health workers, medical assistants, and other allied health workers conducting outreach within the community. Using a mixed-methods approach, this study will examine the amount and kind of activities aimed at increasing diabetes care access, as well as associations between systems changes and diabetes clinical markers. Increased community outreach, coupled with new and modified programs, policies, and practices at primary care clinics, including Patient-Centered Medical Homes, showed clinical improvement in diabetes outcomes among preliminary data. Increasing access to primary care for diabetes treatment and prevention using a variety of community outreach strategies shows promise for addressing the rapidly increasing national diabetes epidemic, especially among minorities, and health equity.

Evaluating "Deportes Para La Vida" in the Dominican Republic Kareen Sanchez, University of Miami

Despite the decline of HIV prevalence in the Dominican Republic, youth are still at-risk for teenage pregnancy and sexual diseases. The lack of sexual health education in schools, knowledge and access to health services enables the infection to spread. However, the DREAM Project is a local organization that implements Deportes Para La Vida (DPV), a Grassroot Soccer HIV/AIDS prevention program that uses sport and peer mentoring to engage youth. As a Peace Corps Masters International student at the University of Miami and a Youth, Families and Community Development Promoter in Dominican Republic, Ms. Sanchez evaluated Deportes Para La Vida on HIV knowledge and youth leadership. Participants were 36 sixth graders who completed the DPV program and 36 six graders from the same elementary school who did not complete the DPV program. Data was collected by using "El Juego del Conocimiento" as a pre/post test to measure HIV/AIDS knowledge, "Auto-Eficacia Generalizada" at post-test to measure youth's self-efficacy and asked six post-only discussion questions to assess self-confidence and beliefs in their ability to achieve their goals. Consistent with other DPV evaluations (Lodin et al., 2014 & Kaufman et al., 2012), the intervention group increased their HIV knowledge more than the control group. But the control group had higher self-efficacy scores, were more confident in making decisions and had higher scores in believing they can protect themselves from HIV than the intervention group. In regards to the Youth Engagement Continuum, DPV didn't fulfill all the components of a youth leadership program. Limitations of the evaluation were discussed and five recommendations were suggested to improve DPV.

Examining Adolescents' Pathways To Success: Understanding The Academic Aspirations And Expectations of Middle School Youth Jamie Locurto, UConn Health

Educational aspirations and expectations have grown throughout the years, yet discrepancies between the two concepts still exist, especially between Black and White youth. Using Self-Efficacy Theory, the purpose of this qualitative study was to understand what factors influence youth to want to go to college, strategies youth use to overcome barriers, and steps youth indicate are important to helping them get to their goal of getting to college. Thirteen semi-structured interviews were conducted with middle school youth in their school. Based on their responses, a total of twenty-one themes emerged. Motivators included: verbal encouragement, extracurricular activities, social comparison, idol, being supportive, breaking barriers, financial assistance, and being a positive role model. Strategies for overcoming barriers included: having no plan, studying, choosing friends wisely, self-efficacy, and applying for scholarships. Steps needed to fulfill their goals included: taking credits, studying, applying for scholarships, being prepared, saving money, getting good grades, extracurricular activities, and taking upper-level classes. These findings suggest specific behaviors are needed in students' lives in order for them to have high aspirations and high expectations. Parents, teachers, and friends and peers all play a vital role in influencing students' academic success. Further, these individuals increase students' level of self-efficacy. Students who have higher levels of self-efficacy tend to do better academically and reach their goals. Interventions aimed at increasing academic aspirations and expectations in youth should focus on altering specific behaviors in parents and teachers, so as to increase the level of efficacy in youth.

Examining the Interplay of Partner Offending, Parenting, and At-Risk Adolescents' Academic Engagement Victoria Mauer, University of Virginia

Historically, researchers believed adolescent romantic relationships were developmentally trivial. However, emergent evidence points to the developmental significance of teen dating relationships (see Carver, et al., 2003). Researchers have begun to study the impact of partner delinquency in adolescent romantic relationships (Lonardo, et al., 2009). Even when controlling for peer and family effects, researchers have found evidence for the association between romantic partner's delinquency and adolescent's own delinquency (Haynie, et al., 2005). The current study examines how

romantic relationships with partners exhibiting higher amounts of offending are associated with differences in at-risk teens' academic engagement. Hierarchical regression analyses revealed that when controlling for age and relationship length, dating an offending partner is significantly associated with adolescent girls' academic engagement (β = -0.19, p = 0.043) and academic disaffection (β = 0.33, p < 0.001). Significant relationships amongst these factors were not found for adolescent boys. Furthering these results, we examine whether parenting moderates partner offending's influence on girls' academic engagement and disaffection. Greater levels of parental communication are associated with increases in academic engagement (β = .19, p = .04) and decreases in academic disaffection (β = -.24, p = .008). Greater levels of parental monitoring are associated with increases in academic behavioral engagement (β = .27, p = .006). However, neither communication nor monitoring exhibits a moderating effect on partner offending's influence on academic outcomes. These findings highlight the importance of exploring protective factors that diminish the negative influence of dating an offending partner on at-risk adolescent girls' academic pursuits. Future research should examine additional contextual factors that protect girls from the deleterious outcomes associated with dating offending partners. Overall, this study facilitates the identification of vulnerable populations of adolescent girls who might benefit from the development of targeted, empirically supported interventions which foster support for their academic engagement.

Exploring the Role of Community Empowerment in Effective Suicide Prevention Laurent Corthesy-Blondin, University of Quebec in Montreal

This presentation explores the role of community empowerment in effective suicide prevention. First, the concept of community empowerment and its conceptual controversies will be presented. Second, a prevention program that sparked community empowerment will be critically discussed. Third, innovative ways of assessing community empowerment in a suicide prevention context will be suggested. Few authors have elaborated conceptual frameworks that distinguish individual empowerment from community empowerment. The former refers to the process through which an individual takes ownership of power. In programme contexts, the latter often refers to 'a process in which individuals, groups, and communities progress towards more organized and broadly-based forms of social action' (Laverack, 2006). To this day, there are still controversies surrounding the concept of community empowerment including the scope of its definition (general versus specific) and even its very nature (process versus outcome). Literature discussing empowerment as a suicide prevention strategy is sparse. The association between these two concepts is only found in publications concerned with intervention programs that mostly focus on individual-level empowerment. In the few publications in which community empowerment is analyzed as a suicide prevention strategy, the data collected often do not allow one to determine whether or not the process of community empowerment actually occurred. Still, there are some community-based suicide prevention programs that appear to have triggered community-level empowerment. For example, a community development was conducted in a remote Alaskan community (Allen and colleagues, 2009). The program, which targeted suicide in youth and fostered protective behaviors identified by members of the community, will be critically presented. Finally, innovative ways of including the measurement of community empowerment during a suicide prevention program will be suggested. This includes the assessment of an increase in participation, capacities, communication and social capital (based on a community empowerment conceptual framework elaborated by Ninacs, 2002).

Gender differences in the relationship between self-silencing and mental health outcomes in juvenile justice-involved youth Megan Granski, New York University; Shabnam Javdani, New York University; Corianna Sichel; Morgan Rentko, Connecticut College

Transformative change with regard to the rising rate of girls' involvement in the juvenile justice system necessitates an examination of the intersection of micro level factors with macro level systems of oppression. Self-silencing, which refers to the inhibition of self-expression to avoid relationship conflict, has been proposed as a mechanism by which girls become engaged in high risk behaviors through intimate relationships (Javdani et al., 2014). However, juvenile justice-involved girls have been underrepresented in the self-silencing literature. The current proposal addresses this gap by presenting results of a study that examines the relationship between self-silencing and externalizing symptoms, internalizing symptoms, and experience of traumatic events in a sample of juvenile justice-involved girls (n = 99) and boys (n=107) between the ages of 12 and 18. Results of hierarchical regression analyses indicated that there are gender differences in the association between silencing the self and mental health outcomes, such that girls who report exposure to traumatic events report low levels of self-silencing. One interpretation of this finding is that trauma is related to the rejection of gender-based communication norms. Thus, the common narrative of girls being "loud," "dramatic" and characterized by "hysterical" emotional behavior (Baines & Adler, 1996; Belknap et al., 1997) may in fact be a dual function of girls' trauma and the system's failure to allow girls' voices to be heard. We also found that boys who report high self-silencing are at increased risk for internalizing symptoms. This presentation is in keeping with social justice research in that it holds systems accountable for criminalizing youth trauma. We will distribute conceptual model handouts and elicit feedback on a number of questions that these findings have generated. These include intervention implications, the application of the self-silencing construct to disenfranchised youth, and possible mechanisms that explain how such gender-associated differences arise.

Grabbing hold of our wise mind: Pilot evaluation of a multilevel intervention for incarcerated youth McKenzie Berezin, New York University; Shabnam Javdani, New York University

Over the last several decades, adolescent girls have become the fastest growing segment of the juvenile justice population. Although researchers and stakeholders have indeed acknowledged the need to identify the distinct and complex pathways that contribute to the increasing rates of arrests among girls, there continues to be a dearth of research focused on, and gender-specific programming designed for, girls in the juvenile justice system. Highlighting race, class, gender, and sexuality as particularly vulnerable intersecting social positions that incarcerated women occupy, the available literature identifies externalizing mental health behaviors as strong correlates to girls' incarceration in tandem with other meso- and macro-level predictors, such as repeated victimization, unhealthy partner and peer relationships, and limited access to resources. This study thus aims to evaluate if Skills 4 Life (S4L), a multi-level intervention that integrates Dialectical Behavioral Therapy (DBT) and Sociopolitical Development (SPD) into its model, reduced externalizing mental health behaviors among 200 girls who participated in the program. For the purpose of this study, specific focus will be placed on the DBT component of S4L as mindfulness and distress tolerance were used to target and strengthen participants' individual skills. Using a two-group active control model, two independent samples of data were collected during the pilot study of the S4L program

implemented in four of New York City girls' non-secure detention facilities. In order to examine a broader spectrum of externalizing behaviors, both samples, consisting of 100 girls each, measured different key constructs of externalizing behaviors: impulsiveness among the first sample, and aggressive, frustrated behavior among the second sample. Two RMANOVA analyses will be conducted to evaluate the effect that S4L had on each behavior. Contributions to gender-specific programming will be discussed by delineating ethical, research, and practical implications of delivering a non-traditional, holistic intervention to incarcerated girls.

Identifying health inequity using an interdisciplinary approach in a community health assessment Dan Clifford, Sedgwick County Division of Health

Community health assessments are important tools for understanding and evaluating the health of a population and determining what the needs and demands are for local communities. Community health assessments provide a snapshot of the general health status of individuals within a community and can help guide program development, policy decisions, and funding priorities. While there are a variety of available methods for conducting a community health assessment, obtaining information at the individual level is a complex process and the level of participation can make the generalizability of findings challenging. Sedgwick County Division of Health partnered with a local university to create a 29-question assessment regarding quality of life, access to healthcare, health insurance, understanding social determinants of health, and preventative procedures. Data collection the CDC's CASPER methodology which involves random sampling of housing units based on Census Blocks. This allowed for a representative sample of community members that reflects overall trends within the county. A total of 245 community members participated in this community health assessment and were representative of county demographics. Data on a county level reflected positive indicators for health and healthcare access. However, analyses of subpopulations within the county indicated there are significant disparities regarding health and healthcare access including self-reports of health, quality of life, perceptions of safety, having health insurance and understanding basic insurance terms, access to medical providers, and certain health screening practices. Results suggest that the health of minority community members is significantly different on a variety of health indicators. These data can be used to develop programs and policies that specifically target reducing these disparities and simultaneously help raise awareness of health inequity in the community. These findings further support the importance of analyzing health data for individual subpopulations as aggregate community data may not accurately describe the experience of minority populations.

Imagining possible worlds: Design as interventional research in communities Tara Campbell, McGill University

Our conception of design has evolved beyond the purview of physical and digital creations to include the design of systems and interactions. Furthermore, design is increasingly being understood as a tool to lead societal change. Fields such as Social Impact Design and Transition Design have emerged recently as areas of research and practice that aim to guide our society in a socially and ecologically sustainable direction. In the case of community development, design-led interventions can act not only upon the physical structure and layout of communities, but also upon the interactions between community members and public services, their environment, and amongst each other. Design is an important component of community research and action as it is the connecting practice between the knowledge we gain through empirical research and the actions we undertake to

positively impact a community. Although those connecting research and action at a community level have always been designers in some sense, the field will likely evolve as more designers become involved in social change, and as design-thinking increasingly becomes a tool consciously used by those already working in the field. These developments will bring new research methods and new methods of change. With my poster, I would like to illustrate some unique design research methods that could be applied to community-based research, and also how design can fit into our current ecosystem of tools for creating positive social change in communities. Design research is human-centered and draws from sociological and anthropological fieldwork research techniques, but also includes many generative methods, such as participatory design and prototyping. The poster aims to present these new research and change methods through a case study for designing environments and interactions that can overcome the increasing urban social isolation and disconnection felt by many community members today.

Integrating the Individual and Organizational Levels of Empowerment Theories and Practices in Japanese Public Schools Kotoe Ikeda, Tokyo University of Social Wefare; Mitsuru Ikeda, Nanzan University

Since Zimmerman's (2000) distinction of individual, organizational, and community levels of analysis in empowerment research, the mainstream research still has focused on the individual-level empowerment processes and outcomes, and a limited number of studies has addressed the organizational- or broader levels of analyses. Especially in workplaces, however, it is assumed that workers' and workplaces' empowerment are closely connected; it is necessary to integrate the individual- and organizational levels of empowerment processes and outcomes theoretically as well as practically to enhance the potentials of empowerment in community psychology research and action. In order to integrate individual and organizational levels of empowerment theories, concepts and practices, first, we reviewed the studies in empowerment in workplaces to extract the theoretical constructs of individual- and organizational-levels of empowering processes and empowered outcomes. From the literatures, the following individual-level constructs were extracted: (a) perceptions of empowering organizations (b) empowered cognition, and (c) empowered behavior. Also, the following organizational-level constructs were extracted: (d) empowering organizational characteristics, and (e) empowered organizational characteristics. Based on the Zimmerman's (2000) conceptualization, these constructs were also categorized empowering processes (a, d) and empowered outcomes (b, c, e). Second, we analyzed the interviews with 12 elementary school principals and written records of organizational development (OD) practices in five elementary schools to see how those theoretical constructs were seen in real workplaces. It was revealed that those concepts were seen in school settings and that the individual and organizational levels of empowerment occurred in interrelated manner. More precisely, school principals' management created the characteristics of empowering organization(d), and individual teachers who perceived such organizational characteristics(a) were likely to obtain the sense of empowerment (b) followed by the empowered behavior(c). Furthermore, by aggregating those empowered individuals showing empowered behavior, the features of empowered organization(e) appeared.

Inter-agency Partnerships Within Ontario Integrated Programs for Pregnant and Parenting Women with Substance Use Problems Madeline Quinn Morris, Ryerson University; Tamara Meixner, Ryerson University; Karen Urbanoski, University of Victoria; Karen

Milligan, Ryerson University

Pregnancy and parenthood is a particularly salient time for women with substance-related problems to seek treatment. Substance use in the context of parenthood can have negative repercussions for child and parenting outcomes (Shankaran, 2007), which in turn can complicate substance use treatment and lead to maintained patterns of use (Finkelstein, 1994). Integrated substance use treatment programs include a range of services to address the needs of women and their children, including substance use, mental and physical health, parenting, child well-being, and other social determinants of health. While these programs significantly enhance maternal/child well-being and parenting (Milligan et al., 2011; Niccols et al., 2012), treatment models vary widely. Further, to offer such comprehensive services, many integrated programs must partner with other community agencies. The processes which support effective service delivery, however, have not been well documented (Henderson et al., 2012). The present study addressed this gap in knowledge, and aimed to elucidate qualities of inter-agency partnerships that support comprehensive service provision within Ontario's integrated programs. Individual qualitative interviews were conducted with 12 service providers and 12 service partners at geographically diverse integrated programs. Interviews explored various facets of existing program models, as well as aspects thought to facilitate or hinder service provision. Interviews were analyzed thematically according to a previously developed theoretical model of key partnership attributes (Meixner, Milligan, Urbanoski & McShane, 2016) to determine if processes theorized to underlie effective partnerships were evident in real-world practice. Prominent themes included collaboration and respect for agency roles within partnerships. This poster will compare and contrast themes derived from theoretical and practical lenses, and discuss how this information can be used to facilitate assessment of individual program strengths and areas for improvement. These results improve our understanding of how programs develop and operate effective partnerships, and are relevant to both practitioners and policy-makers.

Is Greater Social Movement Involvement Associated with Better Health? Elizabeth Emley, Bowling Green State University; Jessica Hartl Majcher, Bowling Green State University; Maren Froemming, Bowling Green State University

Current weight loss interventions have limited success, and focusing only on weight-related outcomes as indicators of health is limited. Stealth interventions, which aim to improve health as a side effect of more intrinsically motivating behaviors, are an exciting new intervention approach. Involvement in social movements (e.g., environmentalism) is proposed as a stealth intervention with many benefits. Adults' involvement in social movements can contribute to positive societal change and include personal benefits such as a sense of social cohesion and feelings of accomplishment. This study examined the role of adults' social movement involvement as it relates to their reports of health behaviors. A community sample of 195 adults from around the United States completed questionnaires via Amazon Mechanical Turk. Adults rated which social movement they considered their highest priority, their level of involvement, and their participation in related behaviors. Health behavior self-report measures included dietary intake (DSQ), physical activity level (IPAQ), and general health (RAND 36-Item Health Survey). Regression analyses and follow-up mediations were conducted with social movement-related behaviors as the mediator. After controlling for gender and income, adults' perceived involvement level in their prioritized social movement was positively associated with reports of eating fruits and vegetables, fiber, and whole grain intake, physical activity

level, energy level, and general perceptions of their health. Results of mediation analyses support significant full or indirect-only mediation for adults' reports of eating fruits and vegetables, fiber, and whole grain intake, physical activity level, and energy level. For this sample of community adults, being more involved in one's prioritized social movement was related to engaging in more related behaviors, and greater frequency of these behaviors was linked with better health outcomes. Future research on encouraging social movement involvement may prove fruitful as a prevention and/or intervention strategy in promoting behavioral health.

Lessons Learned: Survivors of domestic violence explore the intersections of their faith and abuse Melissa Ponce-Rodas, Andrews University; Jose Pozo, Andrews University

Research on the intersection of religion and domestic violence is scant, yet many assume that DV is more common and difficult to leave for religious people. This qualitative study interviewed survivors of DV who were religiously affiliated during their abuse, and asked them to tell their stories about how their religion impacted recognizing, staying in or leaving their abusive situation. Common themes, such as scriptural misinterpretation, as well as beliefs in cultural gender roles will be discussed. Implications for prevention and intervention efforts, as well as future research will be discussed.

M-PSOC and the acculturation process: A cross-cultural study on three different immigrant groups Terri Mannarini, University of Salento; Alessia Rochira, University of Salento - Department of History, Society and Human Studies. Lecce, Italy; Angela Fedi, University of Torino (IT); Anne Brodsky, University of Maryland-Baltimore County; Lindsay Emery, University of Maryland-Baltimore County; Surbhi Godsay, University of Maryland-Baltimore County

The concept of community and the construct of Multiple Psychological Sense of Community (MPSOC) (Brodsky, 2009) can have a heuristic value in the investigation of the wide range of intercultural encounters in contemporary societies, and specifically in the understanding of the acculturation processes. Ethno-cultural groups of immigrants are relational communities based on shared components such as symbols, languages, and history (Sonn & Fisher, 1996). These communities are important insofar as they provide identity, social support and opportunities for socialization, thereby facilitating the psychological and social adaptation of immigrants in the new context (Rivas-Drake, 2012). However, migrants may experience and rely on a wide variety of communities from which they can draw different resources, identity, and connection. MPSOC can account for such multiple memberships and shed light on how migrants cope with the acculturation challenges. This poster reports part of the findings from a larger U.S./Italian qualitative study of PSOC, immigration and acculturation experiences. Specifically, the findings focus on the role of MPSOC in the acculturation experience of three different ethnic groups settled in Italy (Moroccans and Albanians) and in the U.S. (Latinos). Qualitative interviews were conducted with first- and second-generation immigrants from these three groups, to explore participants' definitions of community boundaries, identity, MPSOC, positive and negative experience in immigrant and nonimmigrant communities. Interviews were transcribed and coded with an iterative, open template. Through the analysis, a multiplicity of communities of reference emerged, each of which responded to different needs and offered different psychological resources. The relations between multiple communities of belonging and relative PSOCs were also explored, showing their mutual influence in the participants' acculturation process and outcomes. The specificities of each group and of the immigration contexts were finally

highlighted, confirming the need for a situated approach to such multifaceted processes.

Mending Maya: An Analysis of Aging and Intergenerational Connection in Delhi, India Aleksandr Chandra, Connecticut College

Past research suggests that intergenerational programming can have positive effects in bridging generational gaps. In an effort to explore intergenerational programming in one specific, cosmopolitan community in India, this research examined intergenerational connection and understanding and tested the effectiveness of implementing an art-based intergenerational intervention called Mending Maya. The intervention engaged seven young adults from a young adult's empowerment and learning center and eight seniors at an old age home. This eight-week intergenerational intervention connected both young adults and seniors through three specific art forms: music, arts and crafts, and theater/meditation. Before and after the conclusion of this intergenerational intervention, intergenerational connection and understanding were explored in semi-structured interviews with senior program participants and young adults from the surrounding community (pre-program interviews), and with young adult intervention participants (pre and post-program interviews and structured assessments). Interviews were thematically coded. Results revealed that intergenerational arts programming in New Delhi, India can be an effective way to repair and restore webs of attachments between generations both inside and outside the actual parameters of the program. Aspects of the program that appeared essential to supporting these effects were utilization and maximization of existing community resources and a focus on cultural values that emphasize family and community. The final discussion synthesizes perceptions of aging in a changing world and program evaluations in order to paint a picture of aging as it is currently understood in Delhi, India. The discussion also examines the intergenerational intervention's relevance to and sustainability within the Delhi community, and suggests ways the Delhi community can utilize intergenerational programming to enhance personal and community development through civic engagement.

Mental Health and Wellbeing: Implications for Positive Change Anna Turosak, Wichita State University; Anna Chinnes, Wichita State University; Greg Meissen, Wichita State University

Research has increased around the topics of overall health, life balance, and wellbeing in the past few decades, particularly around different factors that both support it or hinder it for individuals in their everyday lives as well as the contextual factors that impact a community's collective wellbeing. The current study examined the relationship between various factors of wellbeing and their influence on one's present mental health state. Using previous research as a guide, five main dimensions were explored including purpose in life, social support, financial wellbeing, physical health, and community and environmental wellbeing. Data were analyzed from electronic surveys filled out by 458 students, faculty, and staff from two urban Midwestern universities. A multiple regression analysis was conducted on the results from a preliminary factor analysis with five factors found to be significant predictors of mental health: overall life satisfaction, social support, health behaviors, government, and physical health. These results will help guide future resources and programs for students on campus and is intended to be used as a guide for implementing a community-level survey in the future.

Mentor Characteristics and Student Attitudes around College McKenna Parnes, Suffolk University; Abigail Stark, Suffolk University; Sarah Schwartz, Suffolk University

Introduction: Research demonstrates that mentor relationships are important in aiding students' transition and success within college (e.g. Gallup-Purdue Index 2015), particularly for first-generation and racial minority students (e.g. Crisp, 2010). Literature suggests that characteristics of mentoring relationships help predict the influence of those relationships on student outcomes (e.g. Hurd, Sánchez, & Caldwell, 2012). This study examines how shared cultural background and mentor college education are associated with mentoring relationship characteristics, student attitudes towards help seeking, and attitudes towards college. Methods: Participants were 392 students from a summer remedial program at a Northeastern, urban, public university. Based on student self-report, participants were 64.5% female, 49.2% first-generation college students, 23.6% Asian, 26.9% Black, 20.5% Latino, 13.6% White, 7.4% Other and 7.9% Mixed Race with a mean age of 18.09 (SD = 1.06). Surveys were administered at program start assessing informal mentoring relationships, attitudes towards academic help seeking, and attitudes towards college. Hierarchical linear regressions were conducted examining associations between mentor characteristics and both mentoring relationship characteristics and student attitudes, after controlling for age, gender, race, and first-generation college student status. Results: Shared cultural background between mentor and mentee was associated with longer mentoring relationship (B = .88, p < .05), less frequency of contact (B = -.25, p < .05), and greater help seeking behavior (B = .17, p < .05), and were marginally significant associated with mentor closeness (B = .30, p = .084). Mentor education level was associated with shorter mentoring relationship duration (B = -.52, p < .05), but higher levels of college guidance (B = .46, p < .05) and frequency of contact (B = .18, p < .05). Discussion: The results suggest the importance of examining whether students have a mentor and the characteristics of that mentor, particularly sharing a cultural background and education level.

Navigating Cross-Institutional Affiliations in Out-of-School-Time Provider Networks: A Case Study from the Nashville After Zone Alliance Adele Malpert, Vanderbilt University

In recent decades, growing attention has been placed on the role of out-of-school-time (OST) programming in fostering positive youth development. In Nashville, Metro Nashville Public Schools (MNPS) and local governance have established the Nashville After Zone Alliance (NAZA) partnership to organize local OST providers into one managed network. NAZA OST provider providers (N=44) are coordinated into five geographic zones, each managed by a Zone Director overseeing organizational Program Managers and Site Coordinators. Emphasis is placed on coordinating OST programming and practice across organizations to ensure best practices for OST providers and optimal outcomes for youth. Inherent in this partnership is the understanding that cross-institutional collaboration can lead to more efficient and effective practice as practitioners share and negotiate resources (White & Wehlage, 1995). However, such collaboration may also create practical challenges as practitioners navigate differing organizational expectations and requirements. Such tensions in understanding have yet to be empirically evaluated in the OST literature, and are the focus of the presented research. This research critically examines NAZA practitioner experiences navigating and negotiating their practice within multiple organizational and network affiliations. First, I present a brief overview of the NAZA network, highlighting the structure of the network and practitioners' positions within their organizations and the larger NAZA network. Next, using a grounded theory analysis of semi-structured interview data collected from NAZA practitioners (N=51), I explore practitioners' experiences managing and negotiating organizational and network affiliations. I examine

three key research interests: How do practitioners navigate their identity across multiple affiliations (NAZA and their respective organizations)? How are practitioners' experiences and organizational and network identities aligned or misaligned across institutions? What are the effects of multiple practitioner affiliations on OST practice? Implications of findings on OST policy and practice are discussed.

> Overcoming racism through resilience and empowerment: Perspectives and experiences of young Black men Surbhi Godsay, University of Maryland-Baltimore County

Recently, community members across the United States have taken to the streets to protest the death of several young Black men and women and to bring light to the systemic social problems that have impacted communities of color for decades. These issues, related to racism and inequality include but are not limited to: police violence, unemployment, under-resourced schools, and negative effects of zero-tolerance policies (Ghandnoosh, 2014). While the negative psychological effects of living under these unjust conditions is well-documented, less is known about the contexts and conditions that promote strategies for individuals and communities to adapt to, withstand, resist, and change these issues. To explore this, the poster will present findings from 14 qualitative interviews, analyzed through the framework of the Transconceptual Model of Empowerment and Resilience (TMER; Brodsky & Cattaneo, 2013) that examines the ways in which young Black men engage in resilience and empowerment processes as it relates to experiences of racism. Moreover, the findings highlight how awareness of racism influences engagement in these processes. With an aim to move past a deficit approach, and to explore how "people are handling their own problems in living," (Rappaport, 1981, p.81), the findings highlight how factors at multiple levels – from an individual's personal network to broader culture - influence an individual's engagement in resilience and empowerment processes.

> Sustainability of At Home/Chez Soi Housing First Programs for People Experiencing Homelessness and Mental Illness Rachel Ayla Caplan, Wilfrid Laurier University; Geoffrey Nelson, Wilfrid Laurier University; Eric Macnaughton, Wilfrid Laurier University

The Mental Health Commission of Canada's At Home/Chez Soi Housing First (HF) randomized controlled trial was implemented across Canada in Moncton, Montréal, Toronto, Winnipeg, and Vancouver between 2008-2013. The purpose of this research was to understand the sustainability outcomes (e.g., program continuation, program fidelity) and the factors that influenced sustainability outcomes (e.g., local capacity, sustainability strategies) of 13 At Home/Chez Soi HF programs. Qualitative interviews with key informants, staff, and consumers (n=142) were conducted and self-reported fidelity assessments for the nine programs that continued were completed. We present a cross-site analysis of the findings, with the five sites presented as case studies. Findings showed that 75% (nine of the 12 programs) were sustained; seven of the nine programs reported high fidelity to the program model; and sites varied in their level of systems integration and expansion of the HF model. Factors that influenced sustainability were found across multiple ecological levels: broad contextual factors (i.e., dissemination of research evidence, policy alignment), community-based factors (i.e., partnerships, presence of local HF champions), organizational factors (i.e., leadership, training and technical assistance), and individual factors (i.e., staff changes and capacity). Overall, sustaining HF programs within complex local-provincial-federal policy contexts after the demonstration phase is challenging, yet achievable. At the same time, the sustained programs are not always in the ideal state that they existed with more optimal funding

and support conditions during the demonstration phase. Implications for sustaining evidence-based programs like HF will be discussed according to the implementation science literature. The presenter will provide a 2-3-minute summary and engage individuals by responding to questions and asking questions to stimulate discussion. Questions include: What are your experiences with program sustainability research? In what ways are our findings of sustainability outcomes and influencing factors similar or different and what might be reasons for these similarities/differences?

> The Power of Creative Arts to Promote Well-Being among Urban Youth He Chung, The College of New Jersey; Kayla Taylor, The College of New Jersey; Genesis Rubio, The College of New Jersey

Research indicates that creative arts afterschool programs can promote well-being among youth, particularly at-risk teenagers (e.g., Wright et al., 2014). To experience the benefits of program participation, it is important that youth are motivated to engage in activities (Dawes & Larsen, 2011). Currently, we have limited information about how motivation is maintained in arts programs, particularly among at-risk youth. The current study used a mixed-method design to investigate the impact of a 9-month (Sep 2015-June 2016) creative arts program with 10 African-American at-risk youth in Trenton, NJ. This research is particularly important to our community, as concentrated poverty and low opportunity for employment have created significant challenges for youth in our city. Our study conducted face-to-face 30-minute qualitative interviews with youth and collected quantitative survey data before and after the program. Analyses of the pretest-posttest survey data indicate that our program provided important ways for youth to improve academic outcomes, as well as contribute, create, and serve as leaders in their communities. We are currently conducting a thematic analysis of the qualitative interviews and will present these results in the final poster. We expect to report themes about what motivates youth to stay engaged over time, as well as how these motivations might be moderated by individual characteristics (e.g., gender, age, previous experience with arts). Also, we experienced many challenges in keeping youth engaged and plan to present results that address these challenges. Implications of our findings will be discussed in terms of promoting positive youth development for at-risk urban youth. We plan to encourage audience participation through reflection on their own experiences about the topic. Sample questions: What strategies have you used to motivate youth to stay engaged in afterschool programs? What challenges have you faced in keeping youth motivated? What resources have you used to address these challenges?

> Through Their Experience: Understanding Recovery Support Domains within Consumer Run Organizations Brittany Brest, Wichita State University; Lael Ewy, Wichita State University; Randy Johnson, Wichita State University; Bailey Blair, SNT Media; Tara Gregory, Wichita State University; Greg Meissen, Wichita State University

The understanding of Recovery Support Dimensions was assessed within focus groups and in individual qualitative interviews with participants from Kansas Consumer Run Organizations (CROs). The examination of Substance Abuse and Mental Health Services Administration's (SAMHSA) Recovery Support Dimensions was compared to these understandings of Recovery from CROs. A comparison of the identified themes of General Life Support, Positive Environment, Positive Attitudes, Accountability, Recovery Skills, Peer Support, and Family and Friend Comradarie to SAMHSA's four dimensions on Health, Home, Purpose and Community was conducted by comparing domains found and then examining for similarities and differences. Through this comparison, matches were confirmed as defined by SAMHSA. CROs in Kansas are promoting an environment for recovery

that is consistent with some components of SAMHSA dimensions but, of greater importance shares the positive and empowering spirit of recovery.

> Unleashing the Potential of Senior Centers: Toward Holism and Empowerment in Programming Andrew Hostetler, University of Massachusetts-Lowell; Chris Hamilton, MySeniorCenter

The proposed poster presentation documents a collaborative, translational research project to establish greater consistency and coherence in senior center programming, with an emphasis on empowerment and serving the whole person. American Senior Centers were created in communities across the nation as a direct result of Older Americans Act of 1965. Although guided and loosely governed by national and statewide organizations, senior centers operate largely in isolation and vary tremendously with respect to the services and activities offered. Somewhat ironically, growing bureaucratic requirements to document programming and justify funding have created opportunities to revisit the mission of senior centers, in this case through technology and applied research. This poster presentation will report findings from an ongoing research partnership between MySeniorCenter, a technology startup which developed and manages participation tracking systems (hardware and software) in over 900 senior centers nationwide, and a research team at the University of Massachusetts Lowell. First, we report findings from a latent class analysis of participation patterns of Massachusetts senior center attendees (n=10,000, randomly selected from a total sample of 99,139).The data support a 6-class model, providing an empirically-grounded basis for categorizing senior center activities. Second, we describe efforts to align this data with conceptual models, including Swarbrick's (2006) dimensions of well-being. Finally, we incorporate seniors' own perspectives on the transformation of senior centers, captured through 22 individual interviews and 7 focus-group interviews. We conclude by previewing some next steps, including the incorporation of assessment tools into participation tracking systems.

> 'Definitely she used the word poison'. Elderly Sikh immigrant's experience of a preventative health intervention Krishna Bhatti, Coventry University

Aims: Punjabi Sikh immigrants are more likely to develop and live with lifestyle related illnesses than the host population. Various socio-cultural factors have shown to pose barriers for this vulnerable community to access mainstream preventative health services. The current study aimed to explore how elderly Punjabi Sikhs made sense of taking part in a culturally adapted health promoting intervention (CAHPI), to facilitate physical activity and healthy eating behaviours. A newly developed behaviour change model: COM-B underpinned the intervention design and delivery. Method: Semi-structured interviews were conducted with 7 elderly Sikh immigrants who had taken part in the CAHPI. The resulting data was analysed using Interpretative Phenomenological Analysis. Results: Five themes were revealed: 1) "for our good health, we are getting some help", 2) "It was in our Gurdwara" 3) "We all got together, the time passed nicely", 4) "We are in a different stage in our lives now and 5) "You can't learn all the things in one day". Discussion: The analysis allowed this generally "unheard" community to voice their views of taking part in the CAHPI. The findings showed that by incorporating meaningful components relating to the design and delivery of such interventions, wider engagement of this community can be achieved. The IPA approach helped capture the complexities that exist between individuals within this community, and the meanings they attached to the phenomenon being explored. Conclusion and implications: In view of community health psychology's aims, the current findings show the importance of implementing theoretical constructs to facilitate the processes underlying behaviour change. Consequently, meaningful collaboration between health professionals and local communities can help identify strategies such as utilising places of worship and fear appeal approaches for delivering such initiatives, which have shown to have an impact in addressing some of the health inequalities that exist within this vulnerable community.

> 'I didn't know I could do that' : Creating Art and Organizational Change in a Psychosocial Rehabilitation Clubhouse Sabrina Gonzales, Bowling Green State University; Catherine Stein, Bowling Green State University

The Clubhouse model of psychosocial rehabilitation is recognized as a powerful alternative or supplement to traditional mental health services for adults with psychiatric disability. The core program of a clubhouse is the "work ordered day," in which adults with mental illness (known as "members") sign up for activities that are critical for maintaining the clubhouse. The assumption of the model is that the "work ordered day" is the most effective method of encouraging members to seek and maintain competitive employment. Although evidence has shown that clubhouse membership is associated with more hours of competitive employment at higher wages, few studies have examined the meaning and function of the work ordered day for members and staff. Creative arts have been associated with positive identity formation, meaning making and improved quality of life for individuals with serious mental illness. Creative activities are often integrated into rehabilitation programming and can be an important component of recovery. In my role as a clinical-community doctoral student, I implemented an arts based initiative at a local Clubhouse that intentionally differed from traditional Clubhouse programming. "Clay Group" was a collaborative effort with members that provided opportunities for them to explore a new artistic medium and form a community. The proposed poster presentation is based on my narrative account of "clay group," intended to situate my experience within the context of current scholarly literature on arts based initiatives and psychosocial rehabilitation. The presentation considers ways that this arts based program, structured outside of the work ordered day, upheld the goals and values of recovery-based services and the principles of community psychology. Using material gathered from weekly field notes, documentation of group activities, photographs and member comments, I share lessons learned that may be useful to others working to empower individuals with serious mental illness in psychosocial rehabilitation settings.

> What's There to Say About Those Little Libraries? Julia Siwierka, Wichita State University

This pilot project will explore the newer phenomenon of mobilizing communities to read through pop-up libraries, specifically Little Free Libraries. These birdhouse-like «take a book, leave a book» systems have the capability of eradicating book deserts (which lack reading resources). However, there may be disparities where these libraries are built. This project will analyze the written messages and advertising concerning Little Free Libraries to better understand how the movement is described to the public and how the importance, benefits, and challenges of the movement are discussed. A case study approach investigating three Midwestern locations will use thematic analysis to discern codes from unobtrusive data. Additionally, interviews with key informants with various connections to the movement will provide insight into how pop-up libraries are advertised near them. Emergent major themes, such as "anyone can do this" and "variety of materials," will be discussed and connected to the overall literacy building movement.

Racial Discrimination Experiences and Black Youth Adjustment: The Role of Parenting Profiles Based on Racial Socialization and Involved-vigilant Parenting Fatima Varner, University of Texas; Yang Hou, University of Texas; Tajma Hodzic, The Chicago School of Professional Psychology; Noelle Hurd, University of Virginia; Sheretta Butler-Barnes, Washington University; Stephanie Rowley, University of Michigan

Racial discrimination experiences have been linked to lower academic performance and psychological functioning among Black adolescents (Wong, Eccles, & Sameroff, 2003). Resilience theory suggests that heterogeneity in outcomes within populations experiencing adverse situations are in part explained by protective factors that buffer against the negative influence of risk factors on development, and promotive factors that contribute to healthy functioning (Masten & Gewirtz, 2006). The purpose of this study was to test whether parenting profiles based on racial socialization and involved-vigilant parenting would compensate for or moderate associations between racial discrimination experiences and academic outcomes and psychological well-being among Black adolescents. Latent profile analysis was used to examine distinct combinations of parenting in a sample of 1363 Black adolescents (mean age= 14.19; 52.3% female) from three Midwestern suburban school districts. Three distinct parenting profiles were found: Moderate Positive (n=767; moderately high involved-vigilant parenting and racial barrier, racial pride, behavioral, and egalitarian messages, and low negative messages), Low Frequency (n=351; low racial socialization messages and moderately low involved-vigilant parenting), and High Negative parenting (n=242; high negative messages, moderate other racial socialization messages, and moderately low involved-vigilant parenting). Structural equation modeling revealed racial discrimination experiences were negatively associated with psychological well-being (β= -.13, p < .05) and academic outcomes (β= -.26, p < .001). Moderate Positive parenting was related to the best academic outcomes (β= .31, p < .001) and High Negative parenting (β= -.17, p < .001) was associated with more negative outcomes than Low Frequency parenting. The benefits of Moderate Positive parenting for psychological well-being were greater for adolescents with fewer racial discrimination experiences. There were larger differences in psychological wellbeing across parenting profiles for boys than for girls. Distinct patterns of racial socialization messages and involved-vigilant parenting contribute to differences in Black youth adjustment.

Toward home visit practices using paraprofessional: critical considerations Samantha Kargakos, Université de Québec à Montréal; Caroline Bernadette Clavel, Université du Québec à Montréal; Hugo Tremblay, Université du Québec à Montréal; Luc Dargis, Université du Québec à Montréal; Léa Plourde-Léveillé, Université du Québec à Montréal; Elizabeth Brunet, Université du Québec à Montréal; Audrey Pauzé, Université du Québec à Montréal; Thomas Saïas, Université du Québec à Montréal

Home visiting programs are designed in order to offer suited interventions to the life context of the most vulnerable families, thereby best answering the families' needs. These programs are generally organised around five principles: 1) they take place precociously, 2) they occur frequently 3) they are realised by trained professionals, 4) the interveners are supervised, and 5) tools are used to support the content of the interventions. They operate around a selective prevention paradigm. Despite the threshold effects induced by the eligibility criteria of home-based interventions, these programs usually encounter three main obstacles: a) their mixed results, b) their high attrition rate and c) the fact that they benefit more to the less needy families. To remedy these problems, some interventions use paraprofessional home visitors rather than professionally trained ones. Reasons explaining the use of paraprofessional interventions would be that it could limit the cost, the attrition rate and the threshold effects. However, the literature does not offer any consensus, nor clear definition on what a paraprofessional is and which features increase the effectiveness of their interventions. This study aims to identify 1) the characteristics of the paraprofessional interveners and 2) the interventions that demonstrate positive outcomes. A scoping study led to 792 selected articles using PubMed and PsycINFO databases with a set of MeSH terms. Preliminary outcomes suggest that interveners' training and supervision as well as the frequency and the duration of the visits can determine the success of the intervention. Based on the results, the discussion will allow to reflect upon how home visiting programs can work with paraprofessionals in early childhood prevention. In turn, this will enable to identify successful strategies and future perspectives for peer-to-peer community interventions. Overall, it will allow new opportunities of reflection on how public services can rethink their home visiting programs.

191. Youth Engagement and Action through Youth Participatory Action Research: Benefits to Youth, Communities and Research
SCRA
Symposium
2:30 to 3:45 pm
Social Sciences Building: FSS 4012

Youth participatory action research (YPAR) approaches are designed to empower youth through active, critical questioning of social norms and practices; participation in all phases of the research process; development of research and communication skills, voice, and agency that can transfer into youth's academic and personal lives; and advocating for social change. YPAR projects intend to be fully collaborative, with youth engaging in both knowledge generation and decision-making processes. Engaging youth as researchers through YPAR has been shown to have benefits for the youth, their communities, and the quality of the research. YPAR has the potential to positively influence youth educational and health outcomes. Youth benefit directly from the integration of research and action that applies to their communities and increased social support networks via school and community stakeholders. Youth build skills in research, critical problem solving, communication, teamwork, and collaboration. Additionally, the research process can promote social and emotional development, increase self-efficacy, enhance autonomy, provide opportunities to explore diverse perspectives, and build community awareness. YPAR also has advantages for the youth's communities. Benefits include raised awareness about the issue at hand through influential messages from youth versus outside researchers, results that are more likely to create positive changes in the community, activism and leadership to address the target issue, and support for peers to become involved as change agents. Finally, YPAR improves research quality through youth participation that generates more reliable data by relying on the expertise of those most directly connected to the experiences being explored. There is also an enhanced understanding of community needs, development of more relevant research questions, enriched research interpretation, wider dissemination and translation of results, and increased sustainability. Each presenter has worked directly with youth using YPAR focusing on distinctly different issues (suicide prevention, chronic stress, and drug abuse and addiction).
Participants:

Engaging Youth in Suicide Prevention: A Community-based Model Robin Lindquist-Grantz, University of Cincinnati, Educational Studies

After years of decline, rates of youth deaths by suicide, serious suicide attempts, and suicide plans have steadily started to increase and raised suicide to the 2nd leading cause of death amongst 10-24 year olds. Although many strategies have been developed to address adolescent suicide, the effectiveness of these strategies varies. The Youth Council for Suicide Prevention (YCSP) was initiated by Cincinnati Children's Hospital Medical Center to directly engage youth in the development of suicide prevention strategies, an approach that has largely been left out of existing efforts. Guided by YPAR, YCSP members have designed and conducted quantitative and qualitative research projects that contribute to our understanding of perceptions about mental health and suicide, as well as prevention strategies that encourage help-seeking behavior. The YPAR approach used in this community-based setting is based on a model that integrates social ecological theory with positive youth development theory as a means to develop youth agency, self-esteem, self-efficacy, and psychological empowerment of youth participating in YPAR. These individual youth development outcomes are considered important mediators for long-term effects on overall youth health outcomes, such as a decrease in suicidal thoughts and behaviors, because of their ability to extend the reach and relevance of the research. Therefore, attention to the YPAR process is equally as important as the broader focus on changing the specified health outcome. This paper will discuss the model used in this project, how YPAR is situated within the integrated theoretical framework, and its application for suicide prevention and other issues that directly impact youth. Participants will also learn about specific project activities that stimulated youth to critically analyze suicide in their community and co-design their research project, as well as impacts on youth development, youth capacity to conduct suicide prevention research, and youth experiences in this YPAR model.

Youth Participatory Action Research to Explore Complex Problems with Adolescents Melissa DeJonckheere, University of Michigan

Chronic and uncontrollable stress is associated with negative health and well-being outcomes. In addition, chronic and uncontrollable stress disproportionately impacts at-risk youth, including low-income, minority and immigrant populations. However, most research focuses on objective measures of stress (e.g., life events) rather than the perspectives of adolescents themselves. This paper presents the results of two arts-based YPAR projects that investigated chronic stress in low -income communities. We will trace the projects from development through dissemination, highlighting the role that youth played in shaping research quality and outcomes. In the first example, a group of urban Appalachian and African American adolescents participated in a two-year community-academic partnership. Through arts-based methods and consensus building processes, the youth designed a project to elicit the perspectives of other children and adults living within their neighborhood. Our three phase approach included: (1) a needs assessment through photovoice and community mapping; (2) youth-conducted photo elicitation interviews and analysis; and (3) public dissemination of project findings. In the second example, 18 youth were interviewed across three low-income communities through ongoing community-academic partnerships: rural White Appalachian, urban Black, and urban Latino adolescents. Adolescents helped to analyze qualitative data within and across the three community groups and 8 adolescents created participatory visual narratives to represent their experience of stress. Our findings indicate the complex, contextual

nature of stress and resilience whereby shared risk factors are experienced differently across communities. This paper will discuss the benefits of YPAR on research quality, including the impact on research design, data collection and analysis, interpretation of findings, and dissemination. Emphasis will be given to the successes of arts-based methodology to engage youth.

Growing Youth Community Change Researchers in STEM Farrah Jacquez, University of Cincinnati; Lisa Vaughn, Cincinnati Children's Hospital

This project engages students and teachers from urban African American and rural Appalachian schools in a YPAR program focused on drug abuse and addiction in their local communities. Our project works directly with students in the role of scientist, with respected contextual expertise and perspective that improves research quality and increases potential social change. The rationale is that engaging students in YPAR to investigate drug abuse and addiction in their own communities will allow youth to experience how scientific practices and STEM skills can be used to address real-world problems, which will increase their perceived relevance of science in a way that traditional classroom-based learning cannot do. Youth who collaborate as shared decision-makers in research will be more likely to develop intrinsic interest in STEM research professions. By facilitating meaningful engagement in addiction science research, we will reach our long-term goal of increasing economic, geographic, and racial diversity in the biomedical, behavioral, and clinical research workforce. Overall, we aim to increase student-engaged STEM pedagogy in high school classrooms by training teachers in YPAR and advanced STEM skills and promote STEM skills, knowledge, and interest by engaging high school students through YPAR that shares decision-making at every step of the research process, from inception to dissemination. There is an annual cycle of activities that each year engages a new group of students as co-researchers in investigations of drug abuse and addiction in their local communities. Teachers and students receive specialized training YPAR and STEM and then students develop a research proposal and work over the course of an academic year to implement their research plan, collecting and analyzing data and participating in weekly lab meetings.

Session Organizer:
Lisa Vaughn, Cincinnati Children's Hospital
Moderators:
Lisa Vaughn, Cincinnati Children's Hospital
Farrah Jacquez, University of Cincinnati
Discussants:
Farrah Jacquez, University of Cincinnati
Lisa Vaughn, Cincinnati Children's Hospital

192. Supporting Youth Activism: The Influence of Social Identity, Critical Consciousness, and Hope
SCRA
Symposium
2:30 to 3:45 pm
Social Sciences Building: FSS 4014

Youth participation has been the foundation of many social movements in the U.S. and overseas. One of the guiding principles of community psychology is social justice. Recent research in community psychology has identified a number of correlates of youth participation in social and political movements aim to disrupt oppressive systems. Using qualitative and quantitative techniques, the four papers in this symposium will discuss the extent to which social identity, critical consciousness, and emotional

responses affect young people's commitment to initial and long-term participation in activism in the U.S. and in Hong Kong. The first paper (Watts & Halkovic) unpacked an important component of critical consciousness: critical social analysis. Using qualitative methods, the first paper studied the effects of critical social analysis and social identity on youth sociopolitical development. Similarly, the second paper (Liao & Sánchez) examined the role of adults in facilitating youth critical consciousness in community-based service learning. Sociopolitical support from course instructors and staff working at service-learning sites were hypothesized to promote students' growth in critical reflection and critical action. Study findings have important implications to developing social justice oriented service-learning curriculum. The last two papers utilized data from a longitudinal study of a prodemocracy movement in Hong Kong. Khatib and Chan investigated the extent to which obligation explains the relationship between Hong Kongese identity and Chinese identity and participation in activism. Hong Kongese identity was positively associated with participation; whereas, Chinese identity was negatively associated with participation. Sense of obligation to activism mediated both relationships. Finally, Schaefer and Chan found that positive emotions (hope and enthusiasm) predicted participation in activism cross-sectionally and longitudinally. Anger, a known correlate of activism, was not a significant predictor. Together, study findings have significant implications to understanding how to support young people in their quest to sustain democracy and promote social justice.

Participants:

Deconstructing Critical Conciousness: Empirical insights on critical social analysis, social identity, and it implications for youth sociopolitical development Roderick Watts; Alexis Halkovic, Graduate Center, CUNY

Throughout the world, Freire's notion of critical consciousness (CC) has been very influential in writings on emancipatory education, the practice of sociopolitical development, and community organizing for social justice. Although there is no broadly-accepted, operational definition of one of its principal components—Critical Social Analysis—that is directly applicable to qualitative research, it is safe to say that CSA involves a structural (historical, cultural and economic) analysis of social reality. Along with offering the practical definition of CSA we developed for our study, I will describe how critical social analysis interacts with early life experiences and politicized social identities such as gender and race consciousness. Together, they can inform one's analysis or "lens" on the world. Discussion of the CSA-identity connection will be guided in part by the politicized aspects of racial identity theory (e.g., Sellers, 1998; Cross, 1971 – 2001) and Feminist writings (e.g., Collins, 1990). Implications for promoting sociopolitical development in dialogue with young people will also be discussed.

The Role of Adults in Facilitating Youth Critical Consciousness in Community-Based Service Learning Lynn Liao, DePaul University; Bernadette Sanchez, DePaul University

In this presentation, I will examine youth activism in the form of critical consciousness. Critical consciousness is often thought of two distinct components, critical reflection and critical action (Watts et al., 2011; Diemer et al., 2014). Fostering critical consciousness in service learning experiences for young people can build their capacity to address the social inequalities by understanding the impact of oppressive social forces in their lives and participating in activities that seek to change these injustices. Research has shown that sociopolitical support from other adults (i.e., parents, teachers, community members) through encouraging young people

to engage in dialogue about social injustices may be an important type of support (Diemer et al., 2006; Diemer, 2012; Godfrey & Grayman, 2014). In the context of service learning, staff from service-learning sites and course instructors are two adult sources that can foster important dialogue for critical consciousness (Diemer et al., 2011; Mitchell, 2008). Thus, this study will focus on the roles of staff and instructor sociopolitical support in the development of students' critical consciousness. A convenience sampling strategy is being used to recruit 400 participants from the entire active service-learning student population at a university in a large Midwestern city. Data collection is currently ongoing and is expected to be completed by January of 2017. I will employ a cross-sectional quantitative design to investigate the relationships among organizational staff sociopolitical support, course instructor sociopolitical support, critical reflection, and critical action. Using path analysis, I will examine a model that tests whether both adult sociopolitical support variables predict critical reflection and critical action. This study will provide insight into youth critical consciousness in the context of service learning. Study findings can also inform educators and partnering organizations in their development of service-learning curriculum and goals with a more explicit social justice orientation.

Conflicting social identities: A path to activism through obligation Nadim Khatib, Georgia State University; Wing Chan, Georgia State University

The most complicated political environments are usually home to the strongest political activism. Strong ethnic identity is associated with greater levels of civic engagement among adolescents of color in the U.S. (Chan, 2011; Seo & Moon, 2013). Hong Kong citizens usually identify with dual ethnic identities (Chong, 2010; Kam 2012). Research has not studied how the two conflicting identities could predict activism for Hong Kong citizens. The present study tested whether obligation would mediate the relationship between ethnic identities and intent to participate in activism because ethnic identity is positively related to obligation (Juang & Nguyen, 2010; Kwan, 1997) and obligation has also been found to mediate the relationship between politicized identity and activism (Vilas & Sabucedo, 2012). Participants (n = 554) completed a survey as part of a longitudinal study that surveyed participants at four time points. Mean age was 20.76; participants were 66% female. The hypothesized model demonstrated a good fit with data. Participants who identify strongly with Chinese ethnicity feel less obligated to supporting prodemocracy activism and therefore they express less interest in future participation (direct effect: β = -.18, p < .001; indirect effect: β = -.07, p < .001). On the other hand, Hong Kong ethnic identity is positively related to moral obligation, which, in turn is associated with greater intention to participate in the future (direct effect: β = .19, p < .001; indirect effect: β = .16, p < .001). The model effect size was R^2 = .31 p < .001. Successful and sustainable political movements require support from multiple groups, including the ones who are in power. We will discuss how to cultivate stronger sense of obligation to political movements from majority group and the implication of highly polarized society on identity development.

Examining positive emotion and anger as cross-sectional and longitudinal predictors of engagement in activism Ward Schaefer, Georgia State University; Wing Chan, Georgia State University

Emotion is a powerful predictor of engagement in activism (Van Zomeren et al. 2008). Anger, in particular, consistently predicts the intent to engage in group-based activism (Becker, Tausch, & Wagner, 2011). Positive emotions, however, have been less commonly studied as a predictor of activism. When positive emotions have been examined, it has typically been in

cross-sectional designs (Greenaway et al., 2014). We used data from a longitudinal study of students amidst the 2014 Hong Kong pro-democracy street protests to investigate the role of positive emotion and anger in activism. In the first wave (T1), participants reported their participation in protest and their anger and positive emotion (hope and enthusiasm) associated with their participation. At later waves soon after protest camps were dispersed (T2) and nine months after the protests (T3), participants completed the emotion measures and rated their intent to participate in future protests. We conducted multiple regression analyses predicting intensity of participation at T1 and intention to participate in future protest activities at T3. Cross-sectionally, T1 positive emotion significantly predicted participation, β = .13, while T1 anger did not. Controlling for T1 participation, T1 emotions however were not significant predictors of intent to participate at T3. Given literature emphasizing anger as a response to unsuccessful activism (Tausch & Becker, 2013), we also examined whether emotions at T2, after the protests, predicted T3 intent to participate, again controlling for T1 participation. This model was significant and accounted for 36% of the variance in intent. Positive emotion at T2 was a significant predictor, β = .32; T2 anger was not. Taken together, these results highlight the under-examined and context-specific role of positive emotion in predicting activism, even when activism does not achieve its purported aims.

> Session Organizer:
>> Wing Chan, Georgia State University

> Moderator:
>> Wing Chan, Georgia State University

> Discussant:
>> Marci Culley, College of Costal Georgia

193. Innovation in mental health: Learning from Healthy Transitions From High School
SCRA
Roundtable Discussion
2:30 to 3:45 pm
Social Sciences Building: FSS 5028

School mental health is rapidly emerging as an important way to address the widely acknowledged crisis in youth mental health. School-based programs have been developed to address mental health problems, but many do not focus on promoting positive mental health within the general school population (rather than those targeted to youth at risk). Of those that do, many do not make it past the 'pilot' stage and are not broadly adopted; others are not widely implemented because of prohibitive purchase costs. Healthy Transitions From High School is a pilot project currently underway in Ontario, Canada, designed to help students learn how to promote and protect their mental health as they navigate the transition from high school into emerging adulthood. Members of the project's leadership team will present different components of the project, including a) how the content of the curriculum resources aims to build social emotional learning (SEL) competencies and is directly linked to curriculum requirements, b) how training and support for educators was embedded into the project, c) how evaluation findings build the evidence base for effective SEL programming, and d) how the project builds on and supports systems-level initiatives. This roundtable discussion will be of interest to those interested in educational interventions and evaluation, particularly with regard to youth mental health. Participants will learn how the project has been designed and implemented with respect to key principles of community psychology: universality, systems-level change, attention to context, a focus on promotion and

prevention by building assets, skills, and competencies, and collaboration with key stakeholders.

> Session Organizers:
>> Heather Smith Fowler, Social Research and Demonstration Corporation
>> Corrine Langill, Children's Hospital of Eastern Ontario
>> Kathy Short, School Mental Health ASSIST
>> Lesley Cunningham, School Mental Health ASSIST

> Discussants:
>> Heather Smith Fowler, Social Research and Demonstration Corporation
>> Corrine Langill, Children's Hospital of Eastern Ontario
>> Kathy Short, School Mental Health ASSIST
>> Lesley Cunningham, School Mental Health ASSIST

194. Creating and sustaining transformative change through community partnerships and community coalitions
SCRA
Symposium
2:30 to 3:45 pm
Social Sciences Building: FSS 8003

Community coalitions and partnerships exist to achieve transformative, system wide, sustainable community change. Realizing this change is not easy, however. The four papers in this symposium explore diverse strategies and their effectiveness for promoting transformative change emerging from experiences across two countries. In Québec, Canada, the Lucie and André Chagnon Foundation and the Government of Quebec formed a partnership in 2009 to promote healthy early childhood over a period of ten years.   Emerging from this partnership with a responsibility to support local communities with technical and financial support, the non-profit organization Avenir d'enfants will have invested over $300 million over 10 years to support 137 local coalitions. The first three papers of this symposium will present selected analyses and lessons learned from the first 7 years of this vast community psychology experiment. In Spain, a partnership built by university community psychologists, local care providers and Roma neighbors is in the process of advocating for Roma health rights. The final paper will present the multi-level framework of advocacy developed in the course of this work, focusing in particular on multiple roles of community psychologist in this process. Together these movements provide a unique opportunity to examine strategic planning, diffusion of innovation, sustainability planning and advocacy processes necessary for achieving transformative change. A representative from Avenir d enfants will discuss the relevance of the findings from these papers for practice.

> Participants:
>> Advocacy for transformative change: A multi-level approach to advocacy for unserved Roma in a disenfranchised neighborhood
>> Daniela Miranda, CESPYD; Manuel Garcia-ramirez, Universidad de Sevilla; Marta Escobar-Ballesta, Universidad de Sevilla

This contribution proposes a multi-level framework of advocacy as a response to health inequities experienced by Roma living in disenfranchised neighborhoods. Roma is the largest and poorest European ethnic minority. Roma health inequities are linked to institutional discrimination that propels disentitlement, barriers to access and poor quality in community care services. A fundamental mechanism to confront these oppressive conditions is to build strong channels to advocate for their health rights within local settings such as institutions, public services, and civic

organizations. Basic advocacy consists of representing a particular group or cause to demand changes in protocols and policies. This approach has not proved useful in overcoming the exclusion suffered by Roma population because prejudices—and even disgust—against them is deeply rooted in the European society. We propose that a multi-level advocacy initiative can provoke transformative change within the multiple settings of a disenfranchised community context. In this sense, advocacy in multiple settings refers to all efforts carried out by community service providers within their organization to advocate against anti-gypsy policies, practices and professionals. Thus, we delineate a series of actions to mobilize the community in order to create a space to challenge the status quo, redistribute power, and to properly optimize the use of resources in line with Roma health rights. We synthesize the collaborative work carried out by a partnership built by university community psychologists, local care providers and Roma neighbors in the process of advocating for their health rights. The process consists of mapping Roma sensitivity in local health assets, raising awareness regarding Roma inequities within organizations and institutions, building advocacy capacity among a core group of providers in each organization and promoting caucus meetings to agree upon a common agenda between all stakeholders. These actions intend to transform at-risk groups from a position of helplessness to empowerment, improving overall wellbeing and influence change within their communities. The multiple roles of community psychologist in this process will be discussed.

> Planning for transformative change: Examining the reach and scope of actions in the action plans of community coalitions Elizabeth Brunet, Université du Québec à Montréal; Liesette Brunson, Université du Québec à Montréal; Sonia Daly, University of Quebec at Montreal

Community coalitions often use strategic planning and action plans to structure their collective work. Action plans can vary enormously in terms of the scope of their proposed actions. What are the best practices for formulating action plans? In what ways can action plans reflect and promote truly transformational change? We analyse a database of action plans from 137 coalitions financed by Avenir d'enfants in Québec. We distinguish between actions that are formulated in concrete, specific terms versus actions that are formulated to include several complementary activities aimed at multiple stakeholders and strategies all aimed at the same goal (e.g., children, parents, practitioners, and decision makers; skill building, public awareness, harmonization of practices and policies, etc.). The formulation of more specific actions probably facilitates planning, evaluation, budget estimates, and perhaps a sense of success in terms of small steps. Actions that are formulated to include several complementary activities are more ambitious, more difficult to plan and assess, and more difficult to describe in terms of standardized indicators. But it seems to us that the more inclusive actions reflect an integrated, coherent and promising form of action that promises greater overall impact. We present results describing the frequency of each type of these two types of action in the action plans financed by Avenir d'enfants, as well as links to other coalition characteristics, such as the coalition's rating on Himmelman's collaboration scale.

> Promoting innovation and transformative change: Analysing the impact of strategic mobilisation around a focal issue in a community coalition context Liesette Brunson, Université du Québec à Montréal; Audrey Pauzé, Université du Québec à Montréal; Sonia Daly, University of Quebec at Montreal

The Québec organisation Avenir d'enfants (AE) initiated a major social project aimed at mobilizing communities around the well-being and development of Quebec's youngest children. Local community coalitions in 137 Québec communities have undertaken the responsibility to plan, implement and evaluate actions to promote child development and family well-being on their territory. Among the strategic issues identified by Avenir d'enfants to increase its impact and ensure its legacy is the importance of promoting community capacity to support very early childhood development. Avenir d'enfants has developed a targeted initiative to raise awareness about the importance and efficacy of early efforts in prevention and intervention, especially in the period from pregnancy until children are two years old. This initiative aims to optimize the support provided by Avenir d'enfants to local coalitions in planning, developing and implementing projects and actions targeting these age groups. We present an analysis of the number, type and relative proportion of actions linked to these early age periods that were proposed by AE coalitions in 2015. We also present the results of interviews with key actors that help us to understand local partners' reactions to this strategic initiative. Results are discussed in terms of diffusion of innovation theory and its implications for planning further efforts to encourage and support local action in very early childhood.

> Sustaining transformative change: A content analysis of sustainability planning in early childhood community coalitions Sonia Daly, University of Quebec at Montreal; Liesette Brunson, Université du Québec à Montréal

Early childhood is a critical period in child development. Emerging from a partnership between the Lucie and André Chagnon Foundation and the Government of Québec, the non-profit organization Avenir d'enfants will have invested over $300 million over a period of 10 years to support 137 local coalitions. This support, unique in the history of Quebec, will have enabled many projects for children and their families across the province. However, the end of this mandate is fast approaching, raising many questions about sustainability. What will remain of this initiative in these local communities? We present the results of a content-analysis of a sample of the 2015 action plans from 40 randomly selected AE coalitions. Each action plan provides a narrative description of efforts being put in place to sustain local actions and initiatives as well as coalition structures. We present the strategies and actors that local communities are using to ensure the sustainability of community change, and use Wolff's framework for sustainability planning to categorize these strategies into four strategies -- institutionalization, policy change, community ownership and access to resources. These results can be used to inform practical, strategic support to help ensure sustainable, transformative change at the local level.

Session Organizers:
> Liesette Brunson, Université du Québec à Montréal
> Pierre Prévost, Avenir d'enfants

Discussant:
> Pierre Prévost, Avenir d'enfants

195. Housing Prioritization Assessment Instruments: Preliminary Findings and a Call for Future Research
    SCRA
    Symposium
2:30 to 3:45 pm
Vanier Hall: VNR 1075

Available housing options for individuals experiencing homelessness vary in intensity of support services and cost, ranging from permanent housing with wraparound support services, permanent and time-limited subsidy

programs, and the mainstream housing market. Efforts to prioritize housing interventions based on individual needs have ensued to allocate higher cost housing interventions, such as Housing First, to individuals with the greatest support needs. Indeed, local and national homelessness policies are moving toward coordinated assessment and entry systems, in which housing prioritization occurs on a communitywide scale and is based upon assessment instruments developed to evaluate individuals' psychosocial barriers to housing, safety, and self-sufficiency. Unfortunately, few, if any, of the instruments currently in use are supported by empirical research demonstrating their psychometric properties. Given the potential bearing of the utilization of these assessment tools on the housing outcomes of vulnerable individuals, there is an urgent need to develop connections between research and practice. This symposium aims to explore the findings and ramifications of assessment tools for the prioritization of homelessness services and housing allocation and to promote future research. Presentations will include a) findings from a comprehensive review of currently available assessment tools; b) empirical findings on the psychometric properties of two commonly used assessment tools, the VI-SPDAT and VI-SPDAT-2; and c) findings from a qualitative study of stakeholder perspectives on the utility of the Vulnerability Assessment Tool. The presentation will conclude with an audience discussion of implications of this research for transformative community research and action, with an emphasis on the applicability of housing prioritization assessments for the empowerment and recovery outcomes of vulnerable communities.

Participants:

A Review of Screening Tools for Housing First John Ecker, Canadian Observatory on Homelessness; University of Ottawa; Tim Aubry, Universtiy of Ottawa

The homeless service sector is generally unaware of the wide range of screening options for housing prioritization that are available. As a result, a Housing First Assessment Taskforce was created by the Canadian Observatory on Homelessness to provide recommendations of suitable screenings tools for communities to use. The Taskforce included researchers with extensive experience with measures relevant to those who experience mental health problems and illnesses, service providers, and program managers. The Taskforce conducted a scan of existing practices and screening tools used in the homelessness sector. The identified tools were rated based upon criteria developed by the Department of Housing and Urban Development (HUD) in the United States and on training requirements and location of use. A total of seventeen tools were located in the search. Once the most promising tools were identified, key informant interviews were conducted with the developers and current users of the tools. Based upon this process, the Taskforce concluded that the Vulnerability Assessment Tool was the best brief screening tool available to communities that can assist with prioritization of clients for Housing First programs. This presentation will discuss the methodology that was utilized, our findings, and implications for the field.

Evaluating a Homeless Service Prioritization Tool's Use and Context in a Coordinated System of Care Devin Hanson, Wayne State University

Across the United States efforts are underway to shift to a prevention-oriented approach to homelessness. This shift has occurred in the context of increased cooperation within urban centers and regions, namely the formation of 'Continuums of Care' and 'coordinated assessment models' encouraged by the Department of Housing and Urban Development (HUD). In an environment of limited resources an important part of a newly developing system of prevention-oriented services is an assessment of risk to target resources. Many regions have turned to screening interviews as a way to assess risk and prioritize service. However they have received little explicit direction from HUD about specific tools that are approved for this use. The following presentation examines the use of a commonly used screening interview (the VI-SPDAT 2) in a large urban region of the U.S. This examination includes findings on the reliability and validity of the tool as well as an analysis of the fidelity of the tool. Specific questions remain unanswered regarding the appropriate application of the tool. By following a sample of individuals' paths through the coordinated system from screening to final outcome important information will be gathered on the practical use of the screening measure and how it fits in the context of the coordinated system in an urban region.

Psychometric Properties of the VI-SPDAT: Implications for Coordinated Assessment Policies Camilla Cummings, DePaul University; Molly Brown, DePaul University

In accordance with the Homeless Emergency Assistance and Rapid Transition to Housing (HEARTH) Act, regions throughout the U.S. are implementing coordinated assessment systems in an effort increase the efficiency of housing service provision for individuals and families experiencing homelessness. This presentation will address the psychometric properties of the Vulnerability Index and Service Prioritization Decision Assistance Tool (VI-SPDAT), a widely used assessment for determining an individual's level of vulnerability and level of support required to maintain housing. Service providers and researchers have raised concerns about the content validity, scoring rubric, administration, and accuracy in triaging individuals to particular housing options. Further, the psychometric properties have not yet been rigorously tested—an issue of high importance given the tool's use in directing housing policies. The current study utilized county level administrative data to assess the predictive validity, inter-rater reliability, and test-retest reliability of the VI-SPDAT. Findings suggested the reliability of the instrument was unacceptable. Further, those with lower VI-SPDAT scores prioritized to unsubsidized housing options were at greater risk of returning to homelessness than those housed in permanent supportive housing or through other housing subsidy programs. Due to the instrument's inadequate psychometric properties, it is possible that individuals triaged to housing interventions based on the VI-SPDAT may be placed in settings that do not offer the optimal level of support to meet their needs and may increase risk returning to homelessness. Findings illustrate the urgency of this research, as individuals experiencing homelessness in the community may be better served through an empirically-based assessment approach.

Stakeholder Perspectives on the Utility of the Vulnerability Assessment Tool Eric Macnaughton, Wilfrid Laurier University

This presentation outlines the findings of an evaluation sponsored by BC Housing in Vancouver, BC, which sought to ascertain whether the sponsor achieved the objectives set out for its use of the Vulnerability Assessment Tool (VAT) in supportive housing settings. A concerted policy thrust was made to "end street homelessness" in Vancouver, and as part of this effort, the city together with the province built or renovated a number of existing buildings to create congregate housing for homeless people or those at risk. Because of concerns with tenant mix and the living environment of one of the first new buildings to be tenanted, BC Housing adopted the VAT as a way of assessing vulnerability as part of a broader process aimed at facilitating housing placement decisions in buildings that were a good fit for tenants, and where there was an optimal mix of residents requiring

different levels of support. By doing this, the funder also hoped to positively impact tenant satisfaction, residential stability and recovery. We will focus particularly on the qualitative findings of this mixed methods evaluation, describing stakeholder perspectives on the impact of the VAT, including assessors, building managers, support workers, and tenants.

Session Organizer:
Molly Brown, DePaul University

Discussant:
Molly Brown, DePaul University

196. Improving the Research-Practice Gap in Public Education: Contextual and Collaborative Approaches to Dissemination and Implementation
SCRA
Symposium
2:30 to 3:45 pm
Vanier Hall: VNR 1095

Educational stakeholders including administrators, teachers, parents, and students often lack access to and struggle with the implementation of evidence-based programs and practices. However, community psychology's contextual and collaborative focus offers particular promise for bridging this research-practice gap. This symposium will include four presentations of innovative projects designed to improve the dissemination and/or implementation of evidence-based programs and practices in K-12 public education. The first presentation will examine the social networks that link researchers and a representative statewide sample of Michigan school administrators in order to understand how these networks can serve as a promising infrastructure for the dissemination of evidence-based programs and practices in school settings. The second and third presentations will both focus on opportunities and challenges encountered in projects designed to improve the implementation of evidence-based programs and practices in school settings. Specifically, the second presentation will describe an action research collaboration designed to improve implementation of evidence-based practices in middle schools. The third presentation will explore a participatory intervention designed to increase the implementation of empirically-supported principles for promoting healthier sleep patterns in secondary schools. Finally, the fourth presentation will illustrate how schools and communities can be engaged with researchers across the life-cycle of an evidence-based program from inception to widespread dissemination and implementation. Across the presentations, we will speak to facilitators and barriers related to bridging the research-practice gap in K-12 education. Additionally, we will discuss the importance of contextual assessment and collaborative approaches for improving this gap.

Participants:
Social Networks as an Infrastructure for Improving School Administrators' Access to Research Evidence Jennifer Watling Neal, Michigan State University; Zachary Neal, Michigan State University; Jennifer Lawlor, Michigan State University; Kathryn McAlindon, Michigan State University; Kristen Mills, Michigan State University

School administrators frequently cite lack of access to existing high quality research as a major barrier to use and struggle to integrate research into their decision-making. However, current attempts to improve administrators' access to and use of research (e.g., clearinghouses, research-practice partnerships) fail to draw on already existing social networks. In this presentation, we will describe results from the Michigan School Program Information (MiSPI; www.msu.edu/~mispi) project, an ongoing study that examines the social networks that link researchers and school administrators in order to understand how these networks can serve as an infrastructure for improving the research-practice gap in education. Specifically, in a statewide replication of Milgram's Small World Experiment, a random sample of 382 Michigan superintendents and principals were asked to initiate an information-seeking chain: «If you were looking for information about school programs, who would you talk to first.» Subsequent survey waves have traced these chains, with the goal of identifying: (a) whether the chain reaches a researcher or other high-quality information source, (b) the length of such successful chains, and (c) the types of intermediaries that appear in these chains. A subsample of 63 administrators have also participated in in-depth interviews designed to understand the information search process in greater detail, including how administrators select sources of information and how they use and weigh information acquired from different sources. Utilizing these mixed methods data, we will explore the following questions: • What are some of the problematic features of school administrators' existing networks that might exacerbate the research-practice gap in education? • What are some of the promising features of school administrators' existing networks that might narrow the research-practice gap in education? • What types of individuals and organizations are responsible for transferring information and research to school administrators?

Implementing Best Practices in Challenged Urban Schools: Closing the Gap Between What Should and Does Happen Maurice Elias, Rutgers University; Danielle Hatchimonji, Rutgers University; Arielle Linsky, Rutgers University; Samuel Nayman, Rutgers University

Bringing evidence-based practices into highly challenged urban schools with the goals of (a) building capacity to sustain best practice, and (b) creating ownership and voice on the part of students and staff members, is the kind of task to which community psychologists seem drawn. We attempted implementing these practices in six middle schools, varying in configuration, diversity, and size, in a district operating under state takeover. This heterogeneity enabled us to learn about contextualized approaches to meeting our goals within schools under tremendous pressure to increase standardized test scores and benchmarks for student achievement. Our approach involved starting with a best-practices curriculum approach, recognizing a lack of empirical support for using this exact approach in the kinds of settings we were working in. Therefore, we would use processes situated well within community psychology theory and practice-- creating a personalized action-research collaboration—to build capacity, ownership, and voice. We encountered a formidable set of difficulties beyond our anticipations (with staff; students were highly engaged). They are ecologically intertwined and iatrogenically synergistic: Stressed Teachers and Administrators-- curriculum feedback seen as a burden; stress impaired accurate reading, remembering, listening. Feedback Was Not Acknowledged -- teachers were used to "sending things in" to administration and receiving minimal, untimely, or no feedback. Despite our giving feedback, participation rates were initially low. Mistrust of Use of Feedback Information-- some teachers feared that feedback information would be used to punish them. Preferred Use of Informal Channels-- widespread mistrust of how information would be used and the perceived burden of the feedback process led teachers to use only informal (no paper trail) channels to share feedback. We will present our adaptations to overcoming these difficulties (asking for audience perspectives before providing our solutions), how they fared, and the community psychology principles that guided our responses.

Collaborative Processes in Diverse Urban Schools: Integrating Sleep Science Interventions in Health Classes Emily Ozer, University of California-Berkeley; Allison Harvey, University of California Berkeley; Julie Maslowsky, University of Texas Austin; Marisa Westbrook, University of California Berkeley; Jenna Gaarde, University of California Berkeley; Lindsay Hoyt, Fordham University; Julianna Deardorff, University of California Berkeley; Teron Gorham, University of California Berkeley

Sleep is a contributing factor in diverse outcomes including depression, obesity, diabetes, driving deaths and all-cause mortality.2 The transition to adolescence shows a general decline in sleep and an increase in the incidence of internalizing and externalizing problems. Here, we consider the development of a new program – Sleep Fitness (SF) -- focused on improving adolescent sleep and mental health via a universal intervention embedded in high school health class curricula. SF was developed – iteratively, with extensive input from adolescent students – to integrate current sleep science and participatory approaches to intervention design. To our knowledge, SF is the first universal, school-based sleep promotion intervention to be tested in the U.S. SF utilizes principles of empirically-supported treatments for sleep problems (e.g. cognitive-behavioral therapy, motivational interviewing), adapted for secondary school settings. Schools are key settings for promoting social-emotional learning and mental health. However, schools are markedly different from the ordered settings in which many empirically-supported programs are developed. Our SF team, like other health promoters in schools, "walk in" to existing classroom and school ecologies. Drawing on multi-method data (1:1 student interviews, surveys, observations, team documents) from the SF intervention (15 classrooms; 309 students) at 4 distinctive urban high schools that primarily serve ethnic minority youth, we consider the following questions important not only SF but to the application of developmental science to school-based health promotion more broadly: (1) What are opportunities and challenges in adapting collaborative approaches for behavior change to students with diverse motivation for change and for school engagement? A. What forms of collaboration are feasible within secondary school settings? B. How do we utilize collaborative approaches with teens to tailor to diverse school-based populations; what knowledge was generated? (2) How do we create conditions for motivation, skill development, and behavioral change given the constraints of classroom and school ecologies?

Connecting Research, Schools and Community Partners across the Life-Cycle of Evidence-Based Mental Health Promotion Programs Bonnie Leadbeater, University of Victoria

School settings pose unique challenges and opportunities for the creation, dissemination, adoption and, implementation of evidence based programs and for sustaining their use long enough to make a difference in targeted outcomes. These challenges relate to defining the roles and responsibilities of multiple stakeholders (e.g. administrators, teachers, parents, children) and wide variation in school and communities capacities and needs (e.g. urban or rural schools). The structures of authority within schools and between schools, school boards and Ministries of Education can also pose challenges (or create opportunities) for using well-established programs. Without a better understanding of this complexity and of how to support schools in the adoption and implementation of evidence-based programs, educators' greater participation in efforts to reduce serious social problems is unlikely to improve. In this presentation, I will present the life cycle of an evidence-based program from its inception, development, initial evaluation, and wide-spread dissemination. This knowledge has been gleaned in

17 years of collaboration with schools and community partners in the development, dissemination, and adaptation of the WITS Programs (www.witsprograms.ca) that aim to prevent peer victimization and promote healthy relationships. This presentation highlights the importance of community-university research alliances in the development and dissemination of programs. These alliances are needed, first, to ensure the contribution of school and community partners to the development of relevant, resource-rich, adaptable programs that can be integrated with the everyday activities of elementary school children and the roles of the central people in their social networks. We also call attention to the important of recreating, expanding, and sustaining community-school-university partnerships for catalyzing wide-spread program uptake and sustaining schools' investments in their implementation. The advantages of prioritizing the use of existing low cost evidence-based programs and the snares that disrupt their uptake and sustained use of evidence-based programs even are considered.

Session Organizer:
Jennifer Watling Neal, Michigan State University

197. System dynamics modeling as a vehicle for achieving meaningful stakeholder engagement in health services research
SCRA
Symposium
2:30 to 3:45 pm
Vanier Hall: VNR 2075

In health services research (HSR), system dynamics modeling (SDM) has the potential to promote deep understanding about complex problems, facilitate discovery of robust strategies and policies to address such problems, and to guide deliberation and collective action to effect useful organizational and community change. Best practices in SDM development call for the application of a multi-stepped, iterative procedure conducted via group sessions to jointly explore problem identification, design and formulate the model, and then simulate the model to assess its validity. These groups sessions are ideally carried out in close collaboration with the modeling project's targeted stakeholders or intended 'users.' In HSR, relevant stakeholders may include patients and caregivers, frontline clinicians, health service payors and purchasers, public health practitioners, health policy-makers, training institutions and educators, community-based organizations, community advocates as well as academic researchers. Although the field of HSR has firmly embraced the potential utility of meaningful engagement of diverse stakeholders in all phases of knowledge production and intervention, doing so meaningfully is challenging. In the current symposium, we will explore how three on-going health services projects that apply SDM in three very different research contexts seek to create and sustain meaningful stakeholder engagement, relative to each project's overarching purpose. Affirming that meaningful engagement derives from effective collaboration, discussion of these projects will consider three prominent rationales for collaboration: Epistemological (limitations of value-free science and realism), pragmatic (utility as validation of the research; merging research with practice; greater use and uptake of research results by the patient and broader healthcare community), and ideological (empowerment of marginalized people and communities; power-sharing; creating social change).

Participants:
Participatory system dynamics modeling: Empowering stakeholders to implement system changes that increase access to timely, high-quality mental health care Lindsey Zimmerman, National Center

for PTSD, Dissemination and Training Division; David Lounsbury, Albert Einstein College of Medicine; Craig Rosen, Stanford University; Jodie Trafton, Office of Mental Health Operations, Program Evaluation Resource Center; Rachel Kimerling, National Center for PTSD, Dissemination and Training Division, Center for Innovation to Implementation; Cora Bernard, Stanford University; Steven Lindley, Stanford University

Our overarching, long-range goal is to identify rigorous, scaleable implementation innovations that are effective for improving the implementation of evidence-based practices (EBP) in healthcare systems. PTSD, depression and substance use disorders are highly prevalent and debilitating, and are primary reasons Veterans seek care in the Veterans Health Administration (VA). Despite investment in increasing EBP adoption for these disorders among providers, EBPs have wide variability in time-to-receipt and limited reach among the VA outpatient population. Without improving timely access to high-quality services, Veterans with unmet mental health and addiction needs are at risk for chronic impairment and death. EBPs require multiple appointments coordinated within multidisciplinary service delivery teams and across generalist and specialty programs. Redesigning interdependent processes, such as scheduling practices, referral procedures, patient flows, and staffing allocations must be locally tailored and require considerable stakeholder buy in and support. To advance as a field, implementation science must move beyond descriptions of system barriers and facilitators to address this system complexity. Participatory system dynamics modeling meets this need by triangulating stakeholder perspectives, administrative data and model simulations, conferring rigor and specificity regarding the mechanisms by which EBP implementation is effective or ineffective in local settings. Our short-term objective is to evaluate whether participatory system dynamics modeling helps to improve EBP timing and reach in two VA outpatient systems that were selected due to differences in resources and complexity (high vs. low). VA experts, local leaders and providers, and Veterans with experience as mental health and addiction patients will be engaged in a modeling process to address multidimensional EBP delivery dynamics. Models will test stakeholder hypotheses about improvement strategies and formally specify system capacity for implementation alternatives accounting for local constraints. Model simulations evaluate system impacts of new EBP policies or procedures prior to implementation, saving time and resources as compared to traditional trial-and-error approaches.

Using participatory system dynamics modeling to analyze the HIV care continuum and build strategies to reduce community viral load Margaret R Weeks, Institute for Community Research; David Lounsbury, Albert Einstein College of Medicine; Jianghong Li, Institute for Community Research; Heather Mosher, Institute for Community Research; MaryAnne Abbott, Institute for Community Research; Helena D Green, Institute for Community Research; Lucy J Rohena, Institute for Community Research; Rosely Gonzalez, Institute for Community Research

The HIV epidemic remains challenging to mitigate and manage, with scant hope for its elimination. The CDC now promotes Test & Treat (T&T) as a promising approach to prevent new infections at the population level by providing anti-retroviral therapy to all persons with HIV (PWH) to achieve and sustain viral suppression, thereby reducing "community viral load" (CVL), or the sum of all virus in the community. However, the epidemic endures because HIV services at the community level are fragmented and under resourced and drivers of the epidemic are complex. Given this complexity, further progress to reduce CVL requires engaging multiple stakeholders to unpack these elusive dynamics and reveal the gaps in care within the fragmented service system. Participatory system dynamics (SD) modeling offers conceptual, methodological and analytical tools to generate community understanding of the dynamic processes that characterize the continuing epidemic from the perspectives and experiences of those directly involved in it, including providers trying to move PWH through the T&T service continuum and PWH, who experience the pressures that cause them to drop out of it. SD modeling to visualize, diagram, and simulate factors contributing to CVL creates an opportunity to build stakeholder cooperation in seeking agreed-upon strategies to improve community-level health outcomes while also increasing the likelihood of ongoing collaboration and longer term social change. We are conducting a study of the HIV T&T care continuum in the Hartford, CT area using participatory SD modeling. We built a coalition of community-based organizations, public and private health institutions, and community members who provide or utilize HIV-related services to engage in SD modeling to examine and address the problems of the ongoing epidemic. This presentation describes the process of building and engaging the stakeholder coalition and working with them to develop SD models of T&T and CVL in their community.

System dynamics modeling as a method for designing and strategizing ways to effectively curb smokeless tobacco use in Indian women Jean J Schensul, Institute for Community Research; David Lounsbury, Albert Einstein College of Medicine; Saritha Nair, National Institute for Medical Statistics (NIMS); Shahina Begum, National Institute for Research in Reproductive Health (NIRRH); S.K. Singh, International Institute for Population Sciences; Prakash Gupta, Healis Sekhsaria Institute for Public Health

In this presentation, we describe how a systems science approach, combined with ethnographically-driven interdisciplinary research, can constitute a novel, potentially high impact strategy for influencing tobacco control in India. The paper describes a cross-national, interdisciplinary alliance of two U.S. based systems and substance use research institutions and four pre-eminent Indian national research and policy making institutions that will collaborate to support India's Tobacco Control (TC) efforts by focusing on women's use of smokeless tobacco use. India is the second largest producer of tobacco in the world with a vast internal market for numerous forms of smokeless tobacco (SLT) products. Low income women in India are targeted by tobacco manufacturers, highly exposed to opportunities for SLT use, and yet understudied as SLT users, and left unaddressed in tobacco control policies. An estimated 20-30%, primarily low income women, use one or more SLT products on a daily basis, up from 17% in 1996, with resulting dual disease burden of cancer and reproductive health problems. Their SLT use is increasing despite government regulatory action to reduce overall SLT demand and supply. The proposed project will bring faculty and scientists from the partner agencies together to develop SD models informed by systematic mixed methods ethnographic research on women's use of SLT and the systems that reinforce it. Models will serve as the basis for engaging tobacco control stakeholders in examining effects of SLT use on women's health, and considering the effects of multi-level interventions on outcomes. This approach generates with and for stakeholders more accurate and accessible models of SLT use and strategies for advocating for improved tobacco control policies, programs and actions. With the largest number of female SLT users in the world, India presents a unique and urgent opportunity to develop a research-based training program guided by principles of SDM.

Session Organizer:

David Lounsbury, Albert Einstein College of Medicine

Discussant:

Shannon Gwin Mitchell, Friends Research Institute

198. The Missing Link: Engaging Historically Black Colleges and Universities (HBCUs) in SCRA
SCRA
Roundtable Discussion

2:30 to 3:45 pm

Vanier Hall: VNR 2095

This roundtable will focus on recruitment strategies to promote outreach efforts to Historically Black Colleges and Universities (HBCUs). Historically, HBCUs have served the educational aspirations of African Americans preparing their graduates to become advocates, leaders and practitioners who transform society. The research and careers of HBCU graduates have benefited African American communities, in particular, raising awareness of issues such as diversity, educational inequality, poverty, and racism especially. Similarly, the Society of Community, Research and Action (SCRA) has promoted values congruent with HBCUs' foci such as cultural relativity, oppression, and social change. Furthermore, having emerged from the myriad protest movements of the 1960s, it would seem that SCRA would have become a like- minded partner of HBCUs by promoting community psychology at these African American serving institutions. For instance, SCRA as well as HBCUs have embraced disenfranchised or oppressed individuals of diverse backgrounds who have been impacted by the racism and structural inequalities in U.S. society. For example, many HBCUs offer undergraduate courses in community psychology and several of these institutions offer graduate programs with a community psychology emphasis; however, none of these institutions are affiliated with SCRA. More specifically, throughout the history of SCRA, there seems to have been little to no strategic efforts to recruit HBCU psychology faculty or HBCU faculty in related disciplines for active and sustained engagement. Given SCRA represents the premier community psychology professional association, this roundtable raises questions regarding the role of SCRA in strategically engaging HBCUs. Next, this roundtable will discuss the different ways SCRA can comprehend and appreciate HBCUs roles in promoting social change in African American communities. This roundtable will discuss the utility of community psychology to enhance multidisciplinary training of undergraduate and graduate students at HBCUs. Finally, this roundtable will provide recommendations to SCRA for strategically engaging HBCUs in community psychology.

Session Organizers:

Dawn X Henderson, North Carolina A&T State University

Jonathan Livingston, North Carolina Central University

Moderator:

Rhonda Lewis, Wichita State University

Discussants:

Pamela Paulette Martin, Prairie View A&M University

Jermaine Robertson, Florida A&M University

Dawn X Henderson, North Carolina A&T State University

Jonathan Livingston, North Carolina Central University

199. Psychology that matters: advocating for a Social Determinants of Health framework within and beyond Psychology
SCRA
Town Hall Meeting

4:00 to 5:15 pm

Social Sciences Building: FSS 1005

For community psychologists, advocacy and action can take various forms: from influencing public policy agendas to working for change within mainstream psychology contexts, or forming coalitions with like-minded community groups. This proposal is based on two recent initiatives undertaken by the Public Interest team within the Australian Psychological Society and by community psychologists at Victoria University in Melbourne. Using these two initiatives as examples, we consider some contributions Community Psychology as a discipline and practice can make in action and advocacy around the social determinants of health. We then outline common dilemmas arising in our work from within and outside psychology. Finally we discuss the question 'Have we made any difference?' and consider what we have learned about how community psychologists might advocate from different standpoints for policies that combat inequality and promote genuine social inclusion. We invite discussion and conversation around some of the dilemmas confronting professional bodies, activist groups and community psychologists in choosing to advocate around such issues from a psychological base. While bodies such as the American Psychological Association have as their mission 'to advance the creation, communication and application of psychological knowledge to benefit society and improve people's lives', how do we define such 'benefits', and what if psychology is actually part of the problem? What if the public interest might be best served by psychologists becoming redundant (if prevention strategies really work)? Are the voices of those most affected at risk of being silenced by the evidence-armed 'expert' voice? Can professional bodies always be expected/trusted to place public interest ahead of self-interest? And what is the best use of our research base, our practice wisdom – offering advice on government policy, lending our voice to public movements, working for transformative change at a local level, cleaning up our own backyard – or all of the above?

Session Organizer:

Jenny Sharples, Victoria University

Moderators:

Jenny Sharples, Victoria University

Heather Gridley, Australian Psychological Society

Discussant:

Sam Keast, Victoria University

200. Theme - Participation, Empowerment, and Critical Consciousness
SCRA
Symposium

4:00 to 5:15 pm

Social Sciences Building: FSS 1006

Civic and political action are necessarily intertwined with critical consciousness and empowerment processes. Previous research by scholars such as Paul Speer, Roderick Watts, and others have provided support for these relationships. For community psychologists, understanding these relationships seems more important now than ever with the growing insurgency of political populism, particularly within Western nations (e.g. Brexit, U.S. Presidential Election). Citizens who may not have been previously engaged in social and political action (e.g. uneducated whites) are demanding that their voices are heard. Additionally, scholars have argued that community social health rests upon a well-informed, critically conscious, and actively engaged citizenry who are empowered to address complex community and social issues. It is this process that underscores

four discussions. These talks seek to examine important questions regarding the development of critical consciousness, politicization, empowerment, and social action. More specifically, symposium panelists will discuss the processes by which young people develop critical consciousness around issues of race; the ways in which social movement leaders develop into politicized organizers; and how a civically engaged neighborhood influences residents' empowerment and civic behaviors.

Participants:

Toward a Theory of Organizing: A Process Model of Consciousness, Politicization, and Action among Racial Justice Organizers Charles Collins, University of Washington-Bothell Campus; Mariah Kornbluh, California State University, Chico; Danielle Kohfeldt, Bridgewater State University

The recent U.S. Presidential election has seemed to trigger a resurgence of civic and social change activities among U.S. residents across the liberal and conservative spectrum. In fact, participation in both anti-racist and white nationalist groups have increased steadily since the late 1990's (Southern Poverty Law Center, 2016), making the exploration of anti-racist organizing critical for community psychologists. Although researchers like Putnam (2000) indicate that engagement in formal civic behaviors are on the decline (i.e. voting, city council), many seem interested in alternative and diverse forms of civic action, such as grassroots organizing and activism within online spaces (e.g. #BlackLivesMatter; Galston 2001; Syversten et al., 2011). Current scholarship on engagement in sociopolitical action tends to focus on the behavioral components of such activities, such as participation in community meetings or talking to local leaders. These conceptualizations tend to disregard the subtle processes by which individuals become engaged. More so, they do not provide a framework for understanding how citizens come to lead these movements. As civic engagement and organizing efforts evolve and diversify, community psychologists need new frameworks to effectively understand and map out pathways towards civic engagement to fully support and inform social justice movements (Kornbluh, Neal, & Ozer, 2016). This presentation seeks to expand our understandings of the behavioral, social, and cognitive processes by which individuals become active in and lead social movements. Utilizing a combination of purposive and snowball sampling focusing specifically on self- or other-identified anti-racist organizers. Adopting a content analysis approach, we analyze semi-structured qualitative interviews from 20 anti-racist organizers and develop a process model of the behavioral, social, and cognitive processes through which these leaders develop their critical consciousness of racial issues, become politicized, take action, and advance racial justice movements.

Critical Social Analysis among Marginalized Youth Adam Voight, Cleveland State University; Matthew Diemer, University of Michigan

Critical social analysis—careful thinking about the root causes of societal issues—has positive educational and developmental implications for marginalized youth and is a necessary precondition for civic and political action like youth organizing and youth participatory action research (Watts, Diemer, & Voight, 2011). This study explored how marginalized youth explain specific societal issues and what factors compel marginalized youth to give some explanations over others. When youth engage in critical social analysis, they analyze evidence regarding the causes of societal issues and weigh explanations. The desired outcome is that youth are able to discern the range of determinants—both individual and structural—for societal issues and use their experience and knowledge of societal and historical issues to assess which determinants are most compelling. Critical social

analysis is a developmental process: at lower levels, one automatically ascribes societal issues solely to individual factors; higher levels of critical social analysis include structural as well as individualistic explanations. This study employed qualitative in-depth, one-on-one interviews with 12 low-SES youth of color to explore the process of analyzing societal issues and influences on that process. Participants were presented with three detailed scenarios that depicted specific societal problems (e.g., a young person drops out of high school) and asked to identify plausible explanations, including those they find most compelling and why. Interview transcripts were open coded to identify distinct concepts, and a constant comparative analysis (Corbin & Strauss, 2008) grouped concepts to form higher-level themes regarding the process of explaining societal issues, the evidence that respondents find compelling, and the rationale for their decisions (including political ideology). This project advances our understanding of marginalized youths' critical social analysis by illustrating the processes through which youth assign explanations for various social issues, influences on those processes, and the role of one's political identification.

Exploring Emotional and Relational Dimensions of Critical Consciousness Development Jen Wallin-Ruschman, The College of Idaho; Mazna Patka, Governors State University; Adam Murry, University of Arizona

In this session we will discuss our model of critical consciousness development which integrates understudied and undertheorized emotional and relational dimensions into the process. We will present qualitative data collected with college students in the United States that was used to develop and refine the model. We will also present on our quantitative international studies that further our knowledge of critical consciousness (i.e., perceived inequality, egalitarianism, sociopolitical action) by testing an expanded model of critical consciousness development that hypothesized relationality (i.e., sense of community) as a predictor of critical consciousness and exploring it among currently understudied samples, (i.e., Ukraine and Iran). By exploring data from these varied studies we hope to further refine our model of critical consciousness to understand both the processes, facilitators, and tensions involved in its development.

Civic participation and empowerment in immigrants: the role of a civically active neighborhood Michela Lenzi, University of Padova; Virginia Paloma, Universidad de Sevilla; Massimo Santinello, University of Padova; Nicola Furlanis, University of Padova

The study examines the association between immigrants' civic participation and empowerment. Hierarchical linear modeling was used to evaluate the relations between individual (civic participation, neighborhood relationships, social rejection and neighborhood cultural competence) and neighborhood characteristics (neighborhood civic participation, connectedness, social rejection and cultural competence) and immigrants' feelings of empowerment. Data were analyzed using a two-level model based on 764 Moroccan immigrants nested in 25 neighborhoods. After adjusting for age, gender, and psychosocial confounding factors, a positive association was observed between neighborhood civic participation and empowerment. Indeed, living in a neighborhood where, on average, a lot of people participate in organizations was associated to higher levels of empowerment. Moreover, living in a neighborhood with high levels of social connectedness and cultural competence was positively associated to empowerment. At the individual level, no association was found between civic participation and empowerment. Implications for research and practice are discussed.

Session Organizer:

Charles Collins, University of Washington-Bothell Campus
Discussant:
Bill Berkowitz, University of Massachusetts-Lowell

201. SCRA Awards Talk (Distinguished Contributions to Research & Practice)
SCRA
Other
4:00 to 5:30 pm
Social Sciences Building: FSS 1007

Distinguished Contribution to Theory and Research 2017 Gary Harper, PhD, is a professor of health behavior and health education in the school of public health at the University of Michigan, Ann Arbor. Dr. Harper is a leading scholar in community psychology on LGBT issues and HIV interventions, with broad-ranging contributions relevant to theory, research, and intervention. Distinguished Contribution to Practice in Community Psychology 2017 Judith Myers, PhD, is the president and chief executive officer of the Children's Fund of Connecticut and Child Health and Development Institute of Connecticut, Inc. Dr. Myers has spent decades practicing as a community psychologist at the highest-level in foundations, government institutions, and human service advocating and directing initiatives and programs improving the lives of children. Distinguished Contribution to Theory and Research 2016 Douglas D. Perkins, PhD. Doug Perkins, PhD, is a professor in the Peabody College of Vanderbilt University and has contributed to multiple bodies of literature examining the importance of social contexts, empowerment theory and research, citizen participation, environment/ecological psychology, and interdisciplinary community-based research

202. Readiness in Community Context: The journey of assessing organizational readiness for improvements in health and social services affecting vulnerable communities
SCRA
Symposium
4:00 to 5:15 pm
Social Sciences Building: FSS 1030

Community organizations serving vulnerable populations often operate with constrained resources, yet strive within those constraints to improve their operations, subsequently benefitting those who use their services. Organizational readiness, which includes both the willingness and the ability to implement a new innovation, is identified in the literature as a critical component for achieving quality implementation of new practices. This symposium will present the journey of using readiness in several community contexts: First we will describe the organizational readiness heuristic, R=MC2, in terms of its development, assessment, and applicability. This heuristic builds off Scaccia et al.'s 2015 work identifying readiness as a composite of motivation, general capacity, and innovation-specific capacity. Next we will describe the use of tools for assessing organizational improvements via promotion of a "Culture of Curiosity" in staff at a state-wide network of fatherhood initiatives. These programs serve low-income families by providing job training and parenting classes to local fathers. We will then present a case study of a Federally Qualified Healthcare Center network serving predominantly homeless and uninsured patients in an urban area. This presentation will explore the organization's interpretation of readiness and describe their readiness-informed actions for improvement as they work to integrate behavioral health and primary care in their clinics. Finally, we will facilitate audience participation through a structured

discussion of the applicability and versatility of assessing and improving organizational readiness. Presenters will describe challenges, lessons learned, and considerations for future work. Building on audience feedback, we will provide recommendations and insights for the assessing readiness in audience members' own community organizations.

Participants:

Able and Willing: An Overview of the R=MC2 Organizational Readiness Heuristic Brittany S. Cook, University of South Carolina; Jonathan P Scaccia, Independent

In order for community-based organizations to be successful in reaching their goals for serving the community, it is important to understand their level of readiness to implement initiatives with quality. In this presentation, we will introduce the R=MC2 heuristic for organizational readiness (Scaccia, Cook, Lamont, et al., 2015), which distinguishes how motivation, innovation-specific capacity, and general capacity are essential factor that make up readiness. Moreover, each factor can be further divided into measurable subcomponents that can provide organizations with specific areas of strengths and areas that could use additional supports. We will then describe the development process of a quantitative assessment tool for assessing organizational readiness using the R=MC2 heuristic, including item development, vetting process, and initial piloting of the tool.

Quality Improvement at Fatherhood Programs: Use of Individual and Organization-level Readiness to Implement PDSAs Tara Kenworthy, University of South Carolina; Ariel M Domlyn, University of South Carolina; Pamela Imm, University of South Carolina-Columbia; Joel Philp, South Carolina Center for Fathers and Families

Background The South Carolina Center for Fathers and Families (the Center) aims to reduce poverty through the provision of high-quality services to low-income fathers and families. The Center supports county-based fatherhood programs throughout South Carolina, each providing services including job training, parenting classes, and health coaching. To improve their programming, the Center partnered with Continuous Quality Improvement (CQI) coaches to implement the Model for Improvement. Staff were coached on Plan-Do-Study-Act (PDSA) cycles as a tool to test changes for program improvement. Following an interactive training in June-July 2016, staff from each program worked with their CQI coaches to implement PDSA cycles aimed at increasing recruitment and retention of participants. Researchers used the motivation and innovation-specific capacity components of Scaccia and colleague's (2015) readiness heuristic, R=MC2 to assess staff readiness to implement PDSAs for quality improvement. Methods A 24-item activity-specific readiness assessment was created to measure innovation-specific capacity and motivation to use PDSA cycles among both individuals and local programs as a whole. This assessment was administered online via SurveyMonkey. All staff at the Center and the 11 local fatherhood programs (approximately 80 individuals) are expected to complete the assessment. Findings Presenters will discuss the results of the activity-specific readiness assessment measuring readiness to use PDSAs. Differences between individual levels and program levels of readiness will be examined. We will discuss how results were reported and disseminated to the staff, as well as strategies used for technical assistance. Implications Readiness to implement an innovation is critical to that innovation's success. Ultimately, fatherhood programs improve their ability to serve low-income families when staff are more willing and able to use PDSA cycles for quality improvement. To ensure the continued use of PDSAs at fatherhood programs, we will provide targeted technical

assistance in areas indicated by the readiness assessment.

> Readiness to Integrate Primary Care and Behavioral Health at a Federally Qualified Health Center Ariel M Domlyn, University of South Carolina; Tara Kenworthy, University of South Carolina; Erin Godly-reynolds, University of North Carolina at Charlotte; Victoria Scott; Abraham Wandersman, University of South Carolina-Columbia

Background Integrating behavioral health and primary care is a promising approach for achieving health equity among vulnerable populations. Collaborative care diminishes attrition from mental healthcare by limiting outside referrals, increasing likelihood of low-resource clients to initiate treatment. Implementing organizational change for integrating care requires readiness for change, including motivation, innovation-specific capacity, and general capacity. The Satcher Health Leadership Institute recruited eleven sites across the United States to participate in an innovative year-long leadership and capacity-building program for facilitating integrated care. Participants received webinars, coaching, innovation grants, and other tools to develop integrated care practices relevant for their community. To understand how readiness impacted integrated care efforts, we conducted a mixed methods study at a participating urban federally qualified health center. It is one of the largest community outreach programs in Atlanta, Georgia; operating fifteen clinics providing primary care, pediatrics, dental, vision, behavioral health, HIV treatment, health education, and a Healthcare for the Homeless Program. Staff mostly serve adults, with 62% of their patient population experiencing homelessness and 88% without insurance. Methods To assess sites' readiness for integrated care, the self-report Readiness for Integrated Care Questionnaire (RIC-Q) was used to monitor organizational readiness at each participating practice. Using observations and a semi-structured interview protocol, qualitative data was gathered at one clinic regarding their understanding of readiness and how readiness impacted implementation. In this session, we will discuss insights on integrating primary care and behavioral health, use of readiness and the RIC-Q tool, and stakeholder perceptions of readiness for integrated care. Implications Readiness is an essential facet of organizational changes such as integrating care, a service that mitigates mental health disparities by increasing accessibility to underserved populations. Understanding perceptions of RIC-Q will inform future efforts to integrate care and bolster health clinics' abilities to provide behavioral health services to underserved communities.

Session Organizer:
> Ariel M Domlyn, University of South Carolina

Moderator:
> Abraham Wandersman, University of South Carolina-Columbia

Discussant:
> Paul Flaspohler

203. Bridging the Legacies of Colonialism with Contemporary Wounds of Silence: Reclaiming Stories of Privilege, Struggle and Thriving
SCRA
Symposium
4:00 to 5:15 pm
Social Sciences Building: FSS 2005

Decoloniality is a central tenant of Latin American liberation social psychology. The work of Montero (1994), Reyes Cruz (2008), and Serrano-Garcia (1984) reflect the need to examine the socio-historical legacies of colonialism, power and systems of oppression. In recognizing the open wounds left by colonialism in the Americas and across other geopolitical localities, over the past decades U.S. community psychologists have advocated for an ethically reflexive, anti-oppressive praxis. Working toward the decolonization of knowledge requires situating the ⸢self⸥ within historical, social, cultural, economic and political structures; it necessitates engaging in a continuous examination of the intersectional social positionings that make some forms of knowledge valid and valuable, while others irrelevant or merely as sources of data. We draw from our own experiences as social-justice educators, community-based researchers, daughters, im/migrants, and concerned citizens. The first talk will discuss the implementation of a student-centered micro-level intervention, known as the Family Portrait Assignment, that sought to facilitate concientización and a praxis of critical compassion among predominantly white upper/middle-class students at a liberal arts institution. The second talk engages an autoethnographic approach, and discusses how intergenerational dialogue, particularly narratives of silence are weaved in through the embodied collective experiences of diasporic Vietnamese communities. And lastly, the third talk describes testimonio as a method and paradigm toward reflexivity, healing and resilience among a Salvadorean immigrant, and her U.S.-born daughter. Together, these symposium talks will examine how we, as social-community psychologists and women of color, engage in the project of decolonizing knowledge, while reclaiming stories and counter-narratives of marginality toward a praxis of conscientización, empowerment, critical compassion and community thriving.

Participants:
> Toward a Pedagogical Praxis of Critical Compassion: Confronting Willful Ignorance among White Students via the Family Portrait Assignment Jesica Fernandez, Santa Clara Univesity

The incidence of micro-aggressions, racism and other forms of discrimination on college campuses, has led to various efforts to promote diversity in institutions of higher education as a means to rectify social ills and create inclusive learning environments. As a community psychologist and social justice educator in an Ethnic Studies Department at a private liberal arts Jesuit institution, trained in the tradition of Ignacio Martín-Baró⸥s liberation social psychology, I have witnessed firsthand the contradictions of purporting diversity in an ever-increasing neoliberal context that upholds the status quo and rugged individualism. In an attempt to address these social ills and confront the willful ignorance of predominantly white students from upper and middle-class families, this presentation will discuss the development, implementation and outcomes of the Family Portrait Assignment ⸥ a student-centered micro-level intervention I employed in my course, Introduction to Race and Ethnicity in the U.S., as a means to foment concientización, and specifically a praxis of critical compassion among students. The Family Portrait Assignment sought to engage students in a historical, comparative and critical social analysis of their family⸥s im/migration. Through the assignment most students confronted what feminist race scholar Gloria D. Wekker refers to as ⸢white innocence.⸥ Wekker (2016) states that the historical past ills of imperialism, colonial violence, slavery and racialization create a post-racial/post-colonial illusion of progress, and thus white people are ⸢innocent⸥ of past and present social ills. The denial of the permanence of racism acts as a barrier toward engaging in dialogues, critical reflection, social responsibility and critical compassion. The assignment afforded students an opportunity to experience a praxis of critical compassion that allowed them to historically reflect, question and engage with their family⸥s im/migration story, against the backdrop of a US-sociopolitical context marked by colonialism, racism, and systems of

oppression.

>> Engaging Silences that Speak of Things Unspoken: Identifying Conditions for Dialogue among Southeast Asian Refugees and their Children Angela Nguyen, University of California-Santa Cruz

The collective memories of the Southeast Asian diaspora are interwoven with intricate histories of war, colonial violence, and genocide that continue to be felt through everyday experiences in ways that may be best expressed as hauntings (Gordon, 2008). The children of these refugees (i.e. the post-war generation), whose lived experiences are often far removed from that of their parents or grandparents, are witness to these hauntings; yet, they are also often without access to resources that would help them historically contextualize and deconstruct the intimately loud silences that speak of things unspoken, the "ghostly matters" that unveil that which appears to not be present, in their homes and communities. Using autoethnography (Ellis, Adams, & Bochner, 2011) as a framework in this presentation, I discuss my process of reflexivity after taking a class that provided me with the intellectual resources and opportunity to interview my family about their experiences of displacement before, during, and after the Vietnam War. Specifically, I discuss how the resulting ongoing dialogue has transformed my relationships to my family, my home community, and the larger Vietnamese diaspora, as well as transformed my sociopolitical identity as a Vietnamese American woman and researcher. Furthermore, I elaborate the ways in which these dialogues shed light on current sociopolitical tensions within Vietnamese American communities that are exacerbated by the silencing of narratives that challenge North/South dualism and otherizing. In critically engaging with this process, I identify some of the possible conditions for intergenerational dialogue among refugees and the post-war generation, as well as emphasize the need for community psychologists and researchers to examine "what's living and breathing in the place that's been blinded from view" (Gordon, 2007) in order to support communities, particularly those displaced by war, in negotiating "the endings that are not over" (Espiritu, 2014).

>> Consejos de una Mamá Sobresaliente: Dialogue, Reflections, and Healing between a Salvadorean Born Mother and her U.S. Born Daughter Christine Rosales, University of California Santa Cruz

Why should the academy only allow credentialed people to construct and distribute knowledge? In this co-authored letter to our sisters of color, my mom (Juana) and I (Christine), challenge hegemonic ideologies of whose voices can speak, and write, and whose knowledge matters. Through a testimonio (Delgado Bernal, Burciaga, & Carmona, 2012) approach we engage a methodology and pedagogy to reflect on our experiences of pain, desire, and healing. I asked my mother, if she could write about anything in her life what would she write about? She said, "Hablaré de mis experiencias cuando vine a los Estados Unidos y como me he superado." I take more of a listening stance in bearing witness to my mom's testimonio. Together we reflect on the meaning of these experiences, how my mom has learned to heal, and how I can follow a path of healing. We also reflect on gaining a greater sense of conocimiento (Anzaldúa, 2002) or conscientizacion about these realities and how as women of color we are in some way connected to these realities. Our primary goals are to: 1) testify our knowledge and wisdom, which is often kept silent, by centering our experiences, 2) challenge the colonial practices of only having credentialed folk publish and share knowledge, 3) acquire a greater sense of conocimiento about our realities and as they relate to others' collective reality, and 4) strive toward healing and hope that this work can connect us with others as a way to formulate collective healing. This testimonio reminds all of our sisters

of color that we are wise, strong, and sobresaliente, that is, resilient and thriving beings who resist oppression each and every day.

> Session Organizer:
>> Jesica Fernandez, Santa Clara Univesity

> Discussant:
>> Jesica Fernandez, Santa Clara Univesity

204. Community Psychology in Egypt: The Impact of Culture
SCRA
Symposium
4:00 to 5:15 pm
Social Sciences Building: FSS 4004

While community psychology is practiced across the globe, much of this practice is informed by North American research and theory. This symposium addresses the challenges and opportunities that arise when North American community psychology is practiced in Egypt. The first paper examines a project designed to empower refugees from Sub-Saharan Africa living in Cairo by teaching a community psychology course. The second paper discusses the applicability of community psychology principles to working as a consultant in Egypt. The third paper describes the adaptation of a home visitation tool developed in the US for use in assessing parenting practices in Egypt. And the fourth paper explores the difficulties faced in adapting North American curricula and teaching methods to training social workers in child protection. Across all of these papers, there are common themes around the enactment of community psychology in cultural context. What is the meaning of empowerment, how do we define healthy development, what constitutes a best practice, what does it mean to work in partnership? The examination of these questions not only alerts us to the effect of culture on the practice of community psychology in Egypt, it also makes us more aware of the effect of culture on the conception of community psychology in North America.

> Participants:
>> The Impact of an Introduction to Community Psychology Course on Refugee Sense of Empowerment Kamauria Acree, American University in Cairo

Egypt ranks among the top five countries with the largest urban refugee population. Cairo, the capital city of Egypt, is host to the majority of its urban refugees (Gozdriak and Walter, 2010). Refugees in Egypt encounter manifold and interrelated challenges. Unemployment, racism, and lack of access to housing and formal education place refugees on the margins of mainstream Egyptian society (Hiegemann, 2013). The restraints and limitations placed upon the rights of refugees greatly inhibits their efforts to secure a livelihood and fully participate in society, leaving them feeling frustrated, weary, and disempowered (Norwegian Refugee Council, 2016). In order to empower refugees by 1) increasing their knowledge of community intervention skills and their English language fluency, 2) giving them the opportunity to effect change in their own communities, and 3) providing them with an opportunity to build relationships across refugee communities, an Introduction to Community Psychology course was designed and implemented at a refugee center in downtown Cairo. The course included instruction in steps and techniques used to assess community needs, developing an effective data collection instrument, developing community intervention goals, and designing and implementing culturally appropriate interventions. For a period of 14 weeks, students enrolled in the course conducted a community needs assessment and designed and implemented an intervention based on the needs of their

chosen community. This presentation will discuss the ways the students were impacted by the course, and will explore the strengths and challenges of using a community psychology approach to build community intervention skills and empower refugees.

> Can Community Psychology Principles Enhance Consulting Practice in Egypt? Noha Hassanein, American University in Cairo; Farah Shiaty, American University; Carie Forden, American University in Cairo; Hana Shahin, The American University in Cairo

In contrast to traditional models of consulting, where the consultant is an expert hired to advise, community psychologists are trained to see consulting as an opportunity to collaborate, build capacity, mobilize strengths, engage stakeholders, and work in partnership. It is argued that using the community psychology approach can enhance the consulting process for nonprofits and improve effectiveness in creating change because this approach builds commitment, enhances creativity, and helps ensure sustainability (Juras, Mackin, Curtic, & Foster-Fishman, 1997). However, the community psychology approach may not be as effective when consulting in cultural contexts outside of North America and Europe. Egypt is a hierarchical culture that honors expertise and privileges authority. This can mean that consultants who approach nonprofits in Egypt with the intent to empower, educate, and facilitate will be met with resistance and confusion. Further, although Egypt is seen as a collectivist culture, this collectivism does not usually extend to collaboration in nonprofit work, and consultants who want to partner may be met with suspicion and distrust. On the other hand, interpersonal relationships are prioritized in Egypt, and if consultants take the necessary time to build good relationships with nonprofits, partnership and stakeholder engagement may become more possible. In addition, the tradition of courtesy and the desire to maintain harmony and avoid open criticism can help make community psychology's strength-based approach more attractive. This example of Egypt demonstrates that a model for consultation that can account for cultural variation is important to understanding how we can effectively employ our community psychology principles in consulting practice.

> The Challenges of Capacity-Building for Child Protection Staff in Egypt Carie Forden, American University in Cairo; Yasmine Saleh, American University in Cairo

Children in Egypt face very high rates of abuse and neglect, including child labor, living on the street, and living without parental care. While Egypt has laws in place to protect children, social workers and other staff working in child protection are not adequately prepared to deal with the difficult issues children face. To address this problem, UNICEF in collaboration with Egypt's Ministry of Social Solidarity and the National Council on Childhood and Motherhood implemented two initiatives to build capacity in child protection staff. One initiative was designed to train staff working on Egypt's Child Helpline to support parents in positive parenting strategies. The other was designed to train social workers in soft skills and case management. Across both of these initiatives, both the course content and the teaching methodology were based on best practices developed in North America. While this was necessary as there is limited research on child protection in the Arab region, it was challenging to adapt these practices to the Egyptian context. The teaching methodology of coaching, active learning, and reflective practice was challenging because trainees had grown up on didactic approaches where they were discouraged from speaking in class and told to rely on the instructor's expertise. The content was challenging because it reflected Western biases about the goals of parenting, the nature of helping, and the definition of healthy child development. This was seen

in the translation of terms, the adaptation of concepts to fit the culture, and the creation of culturally appropriate examples. Organizing the training was challenging because of the suspicion and resistance we received from government administrators. Despite these difficulties, the trainings were well-received and trainees reported that they found them useful. Lessons learned and recommendations for similar capacity-building initiatives will be discussed.

> Assessing Parenting: Adaptation of the HOME Inventory for Use in Egypt Khadiga Alsherif, American University in Cairo

A study of violence against children in Egypt found that 93% of children between the ages of 0-14 were subject to some form of violent discipline (EDHS, 2014). This is because Egyptian parents and teachers commonly use verbal and physical violence to discipline children believing that it is in the children's best interest. While Egyptian law protects children from abuse, in practice it is challenging for social workers and other child protection practitioners to intervene. This is in part because of the cultural norms that support abusive discipline, but also because there is a lack of protocols for home visitation and family intervention. There are no standardized procedures for assessing parenting practices and determining the safety of children's homes. The HOME inventory, short for Home Observation for Measurement of the Environment, is a tool that has been adopted internationally and is used to identify what support parents of children might need and what services could be most useful in helping them to create healthier home environments and better relationships with their children. This presentation will describe how the HOME Inventory was adapted for use in Egypt. This involved not only translating the tool into Arabic, but also adapting it to cultural norms and taking into consideration the extreme poverty faced by many Egyptian families. The strengths and limitations of using an inventory as a step for improving child protection services to children in an Egyptian context will be addressed.

> Session Organizer:
> > Carie Forden, American University in Cairo
> Discussant:
> > Hana Shahin, The American University in Cairo

205. Critical Consciousness Across Contexts and Groups: Studying the Complexities of Critical Reflection and Action
SCRA
Symposium
4:00 to 5:15 pm
Social Sciences Building: FSS 4006

The study of critical consciousness (conscientization, sociopolitical development) has been an important yet relatively small area of study in community psychology. This research indicates that the development of critical consciousness depends on various contextual factors such as intersectional identities, context and methods of learning, and various stages or cycles of action and learning. This panel contributes to the theoretical and methodological nuances and complexities of critical consciousness. The first paper examines the field's use of critical consciousness measures, suggesting that such measures often lack contextual sophistication and have generalizing tendencies. The second paper, explores processes and experiences of Latino men who question hegemonic masculinity through friendships and relationships within the college context. The third paper explores the development of anti-racist and feminist consciousness and solidarity among White male-identified activists. This is a life-history interview study that explores turning points and critical influences in

these activists' lives. The fourth paper examines the need to create an empowering setting in order to facilitate critical consciousness in a youth participatory action research (YPAR) program. Taken together, our papers suggest the importance of taking a multi-pronged, diverse approach to studying and implementing critical consciousness in current and future research and theory.

Participants:

Methodological Concerns for the Intersectional Consideration of Critical Consciousness Across Contexts David Gordon, University of California-Santa Cruz

Critical consciousness encapsulates an individual or community's ability to reflect and act on their relationship to systems and structures, including privileges they hold or oppression they encounter as a direct result of that relationship (Friere, 1970/2000; Watts, Deimer, and Voight, 2011). Due to the complex and intersectional nature of identity, this relationship is necessarily complex as well (Crenshaw, 1991; Gordon, 1997). Despite desires to operationalize critical consciousness in such a way as to render quantitative study more feasible, oversimplification of the critical consciousness-raising process could render such study, at best, ineffectual and, potentially, detrimental to efforts aimed at serving marginalized and oppressed groups. This paper emphasizes the complex nature of critical consciousness, describes potential dangers of the reduction of critical consciousness to an all-inclusive quantity, and proposes directions for nuancing the exploration of this construct.

Discrimination and academic outcomes among Latino students: Do gender and critical intersectional awareness matter? Marbella Uriostegui, University of Illinois at Chicago; Kristine M Molina, University of Illinois at Chicago

As of 2014, only 9% of 17% of enrolled Latina/o college students earned a 4- year degree. Startling, 60% of these degrees were earned by Latinas. Prior studies of Latinos at Predominantly White Institutions (PWIs) find they report greater exposure to discrimination and these experiences are associated with poor academic outcomes. And despite that Latina/o students are more likely to attend Hispanic Serving Institutions (HSIs), few studies have examined the extent to which Latina/o students at HSIs experience discrimination and its impact on academic outcomes. Even fewer studies have examined, quantitatively, those factors that may help students not only cope with but resist against the pernicious effects of discrimination. Critical consciousness is one such factor found to buffer against the deleterious effects of discrimination. In fact, Latino women are more likely to endorse higher levels of ethnic and gender identity and political consciousness than their male counterparts. However, most- if not all- studies in this area have focused on critical consciousness—the awareness of social oppression—either from the context of gender, race/ethnicity, or social class alone, but not from an awareness of how intersections of multiple social identities shape one's social location. Moreover, research finds that Latina/o college students are aware of varying forms of oppression. This study proposes that a strong ethnic/racial and gender identity and an awareness of oppressive systems might be a key to understanding why Latino women are graduating at a faster rate than Latino men. The proposed research study is grounded in an integrated Latina/o Critical Race Theory (LatCrit) and Critical Race Feminism (CRF) perspective. Using this integrated theoretical lens, the proposed research study will examine how critical intersectional awareness and gender might shape the link between discrimination and academic outcomes among Latina/o students at HSIs.

#yesallwhitemen: White Masculinity, Critical Consciousness, and Solidarity Robert Majzler, University of California-Santa Cruz

Community psychologists generally agree that transformation of social structures requires coalitions of groups with varying relationships to dominant power structures (Nelson & Prilleltensky, 2010). Critical consciousness and action among privileged groups, often barriers to transformative social change, remains an important site of research for community psychologists. This study investigates anti-racist feminist consciousness development and solidarity practices among sixteen activist White men. The interviewees in this study were selected based upon a nomination process by anti-racist feminist activists. We conducted life story interviews exploring turning points and influences on the interviewees' paths to anti-racist feminist praxis. Interviewees also described their anti-racist feminist praxis, projects, and what solidarity means to them. The results of the study indicate diverse patterns of life stories and trajectories with common threads of marginality, mentorship, community, and activism. Practicing solidarity was viewed as both a social and psychological practice of challenging Whiteness and hegemonic masculinity at multiple levels of analysis. The paper concludes with implications, limitations of this study, and future directions for research and application of these findings.

Creating empowering setting components for critical reflection development in youth Participatory Action Research Stephanie Tam Rosas, University of California Santa Cruz

The process of youth Participatory Action Research (yPAR) usually engages youth in developing critical consciousness, especially critical reflection whereby youth identify the structural causes of social injustice. In this paper, I raise the question whether the yPAR process itself might not be enough for critical reflection development. Specifically, this paper examines an afterschool yPAR program with 4th and 5th graders. This is a multi-year yPAR program, which in latter years has encountered challenges in fostering critical consciousness. At this tension point, I investigate how empowering setting components need to be present in order to foster critical reflection engagement in yPAR programs. Furthermore, since literature on empowering settings can lack concrete methods for creating setting components, I explore an approach to working with youth called Positive Discipline which can concretizes empowering setting components. I examine how Positive Discipline details a practical model of respectful power sharing and how that impacts youth's cultivation of critical reflection in this yPAR program. The paper concludes with implications for yPAR, the literature on empowering settings, and the incorporation of Positive Discipline.

Session Organizer:

Robert Majzler, University of California-Santa Cruz

206. Lessons from Applying Community Psychology Principles in Military and Veterans Mental Health Research
SCRA
Symposium
4:00 to 5:15 pm
Social Sciences Building: FSS 4012

In this symposium we will examine how community psychology principles inform military and veteran psychological theory and practice, and vice versa. The presenters will consider ecological systems theory, community based participatory research, and empowerment in three examples of military and veterans research. Each example will explore how a particular framework in community psychology has changed the way we think about

or practice mental health research with military and veteran populations. Conversely, the symposium will discuss the ways in which applying these principles in military and veterans mental health research and practice may create tensions that lead to a reorientation towards our principles. The first paper will apply ecological systems theory to inform research and theory around community reintegration and transitions for military service members. The second paper will present a rural veterans suicide prevention project that is oriented towards CBPR, while employing an evidence-based public health model. The third paper will describe how a clinical research center within the Department of Veterans Affairs formed a Veterans Engagement Board to provide advice and consultation on mental health research. These efforts highlight challenges and rewards of community-academic partnerships, coalition-building, and collaborative research and prevention. Lessons learned from these projects will include the roles that community psychology can play in improving health services and research for military and veteran populations and how engagement with military and veteran mental health informs the practice of community psychology.

Participants:

Postdeployment community reintegration: An ecological conceptual review Sarah Beehler, University of Minnesota Medical School; Ed Trickett, University of Miami

Research shows approximately half of returning veterans experience some reintegration difficulty and that difficulties can persist up to 5 years postdeployment. Reintegration research has been focused on measuring the extent to which returning service members resume participation in activities and social roles. While this is critical for understanding and promoting reintegration, both the International Classification of Functioning, Disability and Health and ecological conceptual frameworks call for explicit theorizing and assessment of contextual/environmental factors (see IOM, 2014) that remain unexplored in the body of research on military reintegration. The purpose of this paper is to determine the extent to which literature on postdeployment community reintegration has addressed contextual or environmental factors important from an ecological perspective. Community reintegration research is limited by underconceptualization of the process in general and specifically as it unfolds in community context. Empirical work has focused on identifying individual (and some family) challenges after returning, but has not focused on broader community characteristics likely to influence reintegration trajectories and postdeployment mental health. We present an ecological conceptualization of community reintegration that requires attention to contextual elements and cultural processes as service personnel transition home. Finally, we provide examples of ecologically-oriented research questions to advance research on community reintegration.

Community Based Participatory Research for Veteran Suicide Prevention: Collaboration between the VA and a rural community Nazanin Bahraini, VA Rocky Mountain Mental Illness Research, Education, and Clinical Center; Nathaniel Vincent Mohatt, University of Colorado Denver

Despite successful implementation in other populations, culturally-informed, community-based suicide prevention has not been applied to rural Veterans. Veterans living in rural and highly rural areas are at 20% greater risk of dying by suicide than Veterans who live in urban areas. This presentation will describe the Together With Veterans (TWV) project. TWV is a Veterans Health Administration (VHA) project to implement an evidence-based public health model for suicide prevention in rural communities using Community Based Participatory Research (CBPR) methods. TWV emphasizes the CBPR principles of shared decision-making, community buy-in, and capacity building at all stages to determine what will work best in individual rural communities. TWV seeks to balance between a public health model that specifies best practices at six levels of intervention, while supporting customization. TWV engages communities in taking ownership and leadership for planning community interventions that meet the specific needs and resources of that community. In this model we are seeking to apply Hawe's theory of maintaining fidelity to the function of the intervention in each particular community as opposed to the specific form. However, the practice of combining CBPR with an evidence-based model and in the service of establishing a replicable model for nation-wide dissemination within the Veterans Health Administration presents numerous challenges and conflicts. This paper will discuss the challenges stemming from competing VHA-Community needs and dissonance between the evidence-based model and participatory action. Along the way we are learning how to flex within an evidence-based model, as well as be flexible with applying our CBPR principles.

Establishment and Evaluation of a Veteran Engagement Board to incorporate the Veterans' Perspective into Research within the Veterans' Health Administration Leah Wendleton, VA Rocky Mountain Mental Illness Research, Education, and Clinical Center

The research centers at the Denver Veterans Affairs Medical Center (VAMC) recognized the importance of incorporating Veterans' voices into their research processes. This desire led to the formation of a Veteran Research Engagement Board where Veterans could work with investigators to strengthen ongoing Veteran Health Administration (VHA) research. The spirit of the Board centers around improving Veteran care through direct involvement and engagement of all parties and has the established goal of promoting VHA patient-centered research through the translation of research findings in practice and community settings. Researchers seek collaboration with veterans throughout the research continuum, which ranges from question formation and research design to dissemination and implementation. The Board relies on the values of open communication and transparency to change the standard power dynamics and empower Veterans to advise and provide leadership in the research process. The group meets with investigators monthly to consult and collaborate on various research and educational projects including medication adherence, chronic pain, opioid use, depression, and suicide prevention interventions. The presenter will discuss the process of navigating the establishment of a board in a challenging bureaucratic and intense regulatory environment. She will also describe how the Veterans' assess the degree of participation and engagement achieved by investigators on specific projects and how the board manages and evaluates itself and its impact on VHA research initiatives.

Session Organizer:

Nathaniel Vincent Mohatt, University of Colorado Denver

Moderator:

Nathaniel Vincent Mohatt, University of Colorado Denver

Discussant:

Ed Trickett, University of Miami

207. Participatory classrooms: Shaping critical thinkers for social change
SCRA
Workshop
4:00 to 5:15 pm
Social Sciences Building: FSS 4014

There is almost an absolute consensus in the community psychology literature that one of our primary, if not the most importanthttp://www.scra27.org/event/biennial-conference/2017-biennial/ goal is to foster social change for social justice. To meet this goal we must strengthen our theories and develop cutting edge research. We must also train future cadres of community psychologists to embrace social change and to develop the skills that allow for its realization. One of these skills is critical thinking which has been defined as the process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. Critical thinking can be taught through dialogue in the classroom by contextualizing knowledge, problematizing texts, and using group formats for discussion, among other strategies. Previous research on teaching strategies in community psychology has evidenced that most teachers rely on the lecture format in the classroom, to teach their students. Research has also shown that lectures are one of the least recommended teaching strategies to foster critical thinking. Thus, the goal of this workshop is to present some teaching strategies that community psychology faculty can use in their classrooms, regardless of size, to foster critical thinking. The workshop will involve participants in strategies that can be implemented at the beginning of a class, during the session or at its conclusion. Participants will be presented with a model for teaching community psychology and will engage in at least three different strategies during the workshop. To conclude, participants will evaluate the possibility of using these strategies in their institutions.

Presenter:
Soélix Rodríguez Medina, University of Puerto Rico, Rio Piedras Campus
Session Organizers:
Irma Serrano-Garcia, University of Puerto Rico
David Pérez-Jiménez, University of Puerto Rico

208. Building Capacity For Serving Children Through University-Community Partnerships
SCRA
Symposium
4:00 to 5:15 pm
Social Sciences Building: FSS 5028

Children with numerous risk factors, such as poverty, differential physical and mental abilities, poor language skills, and family stress, just to name a few, are vulnerable to negative developmental outcomes including poor health and school failure. Early childhood and school programs seek to buffer these risks and enhance child, family, and community strengths. However, they often lack the capacity to evaluate their effectiveness or use the data they collect to meaningfully improve programming and services. This session demonstrates how three university-community partnerships in three different states are working to help those that serve at-risk children and their families to collect and use their data meaningfully. The first presentation provides information on an evaluation that uses risk data for families and children in the largest early childhood grant program in Kansas to help organizations better meet needs in their communities. The second presentation describes a partnership between a large Head Start agency and University School of Education in California that is symbiotic and sustainable. The third presentation uses Oregon Department of Education data to determine practices that are most supportive of English Language Learning students and how research-practitioner partnerships can build

capacity to truly support learners. These three presentations will be followed by a synthesis from our discussant who will then facilitate a conversation with session attendees. This session aims to demonstrate how academics can help strengthen communities' capacity to serve their youngest members.

Participants:
Risk and Reward: The Value of Using Data on Family/Child Risk Factors to Transform Early Childhood Programs Lynn Schrepferman, Wichita State University

Early childhood education has a wealth of research highlighting its value in preparing young children for lifelong learning. A number of studies have also shown it to be of particular value for children who start life with a number of vulnerabilities and risks (e.g., poverty, low parental education, developmental delays, etc). This presentation will focus on efforts to help early childhood organizations collect and use data on risk to target and tailor their programs for greater impact. Researchers from Wichita State University's Center for Applied Research and Evaluation will summarize findings regarding risk data from the largest early childhood grant program in Kansas. This data, collected from over 160 early childhood programs across the state of Kansas, was compared against census data to help each grantee better understand the needs in their communities and those they serve. WSU CARE presented each grantee with their own data and also made it available through an interactive website as a method of increasing the grantees' capacity to direct their efforts towards those who can most benefit from their services.

A Head-Start-University Partnership Stephanie Reich, University of California-Irvine; Jade Jenkins, UCI School of Education; Tutrang Nyugen, UCI School of Education

Head Start is a federally-funded comprehensive early childhood program that provides early childhood education, nutrition and health services, and family supports for low-income children. As part of their funding, Head Start programs are mandated to report on a variety of topics including the number of children served, family characteristics, services offered, and staffing qualifications. The bulk of this reporting involves simple frequencies and averages. However, Head Start programs collect a tremendous amount of data that could be used to improve programming, identify needs, and help handle varying levels of fiscal support based on yearly federal budgets. This presentation will describe an innovative and symbiotic university-community partnership in which Head Start is able to use the information their collect meaningfully while university-based researchers gain access to rich and extensive data. Through this partnership, a large Head Start agency, serving almost 4000 children per year, is receiving cutting-edge analytic support to build their capacity to utilize their data and improve programming, while University faculty and graduate students have the opportunity to conduct research of value to the local community as well as the larger academic community. Most importantly, this partnership results in program improvements that support families and better prepare at-risk children for kindergarten entry.

Towards a Typology of Questions Explored by Research-Practitioner Partnerships Karen Thompson, Oregon State University; Guadalupe Diaz, UCI School of Education; Martha Martinez, Oregon Department of Education; Chelsea Clinton, Oregon Department of Education

Researcher-practitioner partnerships have become increasingly important within education in recent years (Coburn, Penuel, & Geil, 2013).

Increasingly research has focused on understanding how research-practitioners partnerships function and on developing frameworks for facilitating the process of translating research into practice for practitioners and policymakers (Penuel, Allen, Coburn & Farrell, 2015). Over the last five years, we have collaborated with the Oregon Department of Education in a researcher-practitioner partnership focused on English learners (ELs) in Oregon. We use seven years of longitudinal statewide administrative data for all students enrolled in Oregon public K-12 schools from 2007-2015 to answer questions related to outcomes for ELs. The longitudinal dataset we have developed includes 4,008,915 observations for 981,145 students, approximately 20% of whom were ever classified as ELs. Based on our experiences, we present four types of research questions that partnerships, including ours, pursue in their partnerships. We focus on four types of questions: 1) Data Quality- includes questions related to the quality of the data. For example, what data do we have? Is the data accurate? 2) Information-Gathering- includes questions related to questions that are descriptive or predictive. For example, analyzing the range of early childhood education experiences among entering kindergarteners; 3) Evaluation- includes questions focus on the effect of a program or policy. For example, using experimental methods to evaluate the effect of an intervention on vocabulary; 4) Design- includes questions around developing new materials, tools or systems change that address a problem. For example, designing practical measures for teachers to assess children's school readiness through an iterative process. Providing a framework for the type of questions that research-practitioners partnerships can address allows for building capacity and further develop partnerships among practitioners and researchers to address critical issues in education.

Session Organizer:
Tara Gregory, Wichita State University
Moderator:
Tara Gregory, Wichita State University
Discussant:
Geoffrey Nelson, Wilfrid Laurier University

209. Summertime and the Learning (Opportunity) is Easy: How a Proposed Summer Institute Can Benefit You
SCRA
Roundtable Discussion
4:00 to 5:15 pm
Social Sciences Building: FSS 8003

This roundtable discussion will discuss a proposed off-Biennial year Summer Institute for community psychology practice. The last Summer Institute, which was put on before the 2015 Biennial conference was well-received and participants expressed satisfaction with the content and presenters. A planning committee for the next iteration of the Summer Institute has explored a number of options with which the program may be built upon so that even more value is delivered to community psychology practitioners. This session will engage in facilitated discussion that solicits feedback on current plans as well as examines strengths, weaknesses, opportunities, and threats (SWOT). Participants in this session will have the opportunity to guide the development of a tool for career growth that benefits SCRA members and the community at large.

Session Organizer:
Nicole Freund, Community Engagement Institute
Moderator:
David Julian, Ohio State University

Discussants:
Nicole Freund, Community Engagement Institute
Olya Glantsman, DePaul University
Christopher Corbett
Kyrah Brown, Sedgwick County Health Department

210. The aftermath of the U.S. 2016 election: Bridging the gap among women
SCRA
Roundtable Discussion
4:00 to 5:15 pm
Fauteux Hall (FTX): FTX 147

On November 8, 2016 we did not see a woman break the highest glass ceiling in the United States. In fact, we saw the election of her opposite, a man who made many misogynistic statements, some of which were blatantly suggestive of sexual assault. Many feminists believed there would be more unified support for Hillary Clinton among women. The immediate aftermath of Trump's victory on November 8 made clear that the divide among women was a large as ever. Social media forums demonstrate that women are speaking past each other. Yet, most women want the same things for the people closest to them: safe homes, safe schools, quality and affordable healthcare, access to jobs, and pay equity. Feminism has a long history of failing to hear the voices of all women. In the early days of the suffragettes and again during the women's liberation movement, white women joined white men, and the patriarchy won. This allegiance to white men may have contributed to 53% of white women voters selecting Trump. The goal of this roundtable is to discuss how we can use this time period to generate dialogue and really hear each other. How do we talk openly about the intersections of oppression, as class, even more than race, contributed to Trump victory? How do we cultivate movements that acknowledge issues of social class and race? How do we find meaningful ways, as agents of social change, to facilitate dialogue without diminishing each other? This roundtable will explore how we can seek to end prejudice, bigotry and oppression by promoting the braver and safer spaces feminism should be creating for everyone.

Session Organizers:
Michelle Ronayne, Comprehensive Health Services
Karen Delichte, Alliant Internation University
Moderator:
Michelle Ronayne, Comprehensive Health Services
Discussants:
Joy Lynn Agner, University of Hawaii at Manoa
Karen Delichte, Alliant Internation University
LB Klein, University of North Carolina at Chapel Hill School of Social Work
Eylin Palamaro Munsell, Arizona State University

211. Transformative community-based research in Europe
SCRA
Symposium
4:00 to 5:15 pm
Vanier Hall: VNR 1075

The symposium aims to present four research projects currently being developed at the University Institute ISPA in Lisbon, Portugal. All the research projects are both theory driven and aimed promoting transformation within specific social intervention programs. The theoretical approaches grounding the projects are the contextual-ecological

perspective, the community integration, the empowerment & recovery focus and the capabilities framework, and all share a common mission of pursuing a broad social and political change demonstrating the social relevance of community psychology. The studies are focused on how to apply a transformative perspective to respond to severe and persistent social issues, (in)forming public policies that potentiate concrete responses aimed at improving the lives, opportunities and freedoms of people in disadvantaged situations. The proposals are referred to national and transnational studies focused in themes such as Community-based services aimed for people with an experience of mental illness, undocumented detained migrants, and polices at the European level focused on ending homelessness, all centered in promoting transformation of the social and political systems enhancing their capacity to face and effectively respond to the challenges of our time.

Participants:

Professionals' transformative attitudes and knowledge towards recovery in mental illness: multi-method study Maria F. Jorge-monteiro, ISPA University Institute; Jose Ornelas, ISPA University Institute

This is a cross-sectional study about recovery in mental illness among 72 professionals from five community mental health services. Participants were divided into two independent groups (recovery=1; rehab =2) following a prior qualitative analysis of their intervention processes from a structured interview with 10 professionals from those sites. Interviewees provided a work plan each for António (case study vignette). Qualitative analysis suggested one CMH service with a strong recovery orientation and the remaining four services with a mix-rehab orientation. Results from the comparative analyses using the Recovery Knowledge Inventory revealed that the ⬛recovery⬛ group of professionals showed higher mean scores than the ⬛rehab⬛ orientation group. The analysis also indicated a positive association between recovery competency and the academic degree of professionals. The current study emphasized the impact of a transformative model of intervention on the individuals' perception of mental illness recovery outcomes and processes.

The HOME_EU: An European research project towards ending Homelessness in Europe Maria Vargas-moniz, ISPA University Institute; Jose Ornelas, ISPA University Institute

This presentation is focused in presenting some of the preliminary results of an EU funded research project within the Horizon 2020 framework focused on the societal change reversing inequalities and promoting fairness that has the participation of 9 EU countries. The main aims are to rethink public policies contributing for a renovated theory of justice; to Review the premises that facilitate the connections of a Theory of Justice to practical action guidelines and concrete community Intervention, to Develop a new generation of public policies and social programs with coherent practices that effectively contribute to end long-term homelessness in the EU. Within this project we are generating a vast amount of data to generate an indicator Tolerance vs. Contest for EU Citizens towards long-term homelessness, identify variability among the different countries, probing to differentiate the countries that are more engaged in social policies aimed towards the integration and the development of policies and practices focused on ending homelessness The guidelines for policy formation and information are to be grounded in a dialogue among four ecological levels of analysis, performed country by country and as a whole, converging: The EU Citizens perceptions; the People who are currently long-term homeless, and people that have integrated in Housing First Programs; the Service providers for the currently Homeless, and those in Housing First Programs; and the Key-stakeholders on policy development and EU social policies intended to respond to homelessness.

Nussbaum capabilities framework towards community mental health services Beatrice Sacchetto, ISPA-IU (Lisbon, Portugal); Jose Ornelas, ISPA University Institute

The capabilities approach focuses on the exercise of freedom and choice. The notion of capability does not refer to an intra-individual dimension but to a joint of personal abilities and external circumstances depending on social and political arrangements. Some applications of the capabilities approach sustain a proposal of a capabilities list in order to provide dimensions to be studied. Nussbaum proposes a universal list with a broad cross-cultural consensus that represents a social minimum of a worthy human life, but it should be adapted to each specific context and culture. The present paper will report advancements of the Capabilities Questionnaire for Community Mental Health (CQ-CMH), a capabilities measure inspiring on Nussbaum capabilities list (2000) and constructed in collaboration with consumers. The main goal was to proceed with a validation study of the referred measure, in order to obtain contextualized capabilities. The content validity was first assessed through a collaborative process, involving a panel of 8 participants (3 consumers, 3 staff members of a community mental health organization and 2 senior researchers in community psychology). The resulting shorter version has been applied to a sample of community mental health consumers among Portugal (N=332) to explore the factorial structure, and define well-established dimensions and indicators. The paper will discuss the results in terms of capabilities adaptation to the community mental health field. Contextualized indicators and definitions of capabilities for people with psychiatric disabilities may contribute for a better understanding and change within the mental health system.

Migration-related detention centers: two ethnographic case studies Francesca Esposito, ISPA University Institute; Jose Ornelas, ISPA University Institute

Detention is proliferating as a governmental response to human mobility in a global scenario characterized by an increasing criminalization of migration, and concerns for homeland security. Although much evidence has been provided about the negative impact of detention on detainees' mental health, we still know relatively little about the life in these sites of confinement and the experiences of the people inside them. Based on almost three years of ethnographic participation in two separate migration-related detention centers, respectively located in Italy and in Portugal, this contribution reports on the fabric of everyday life inside these institutions, and the lived experiences of people within them. In particular, it draws on participant observation and topic-focused interviews with professionals and detained migrants. An ecological community psychology framework, with a focus on the dimension of justice, guides the analysis and interpretation of data collected. The original empirical material sheds light on how detained migrants as well as professionals struggle to cope with such a constraining environment, and give meaning to their experiences. Furthermore, the impact of detention on the people who are subject to it is highlighted. Based on the findings, implications for research, policies and practice are discussed.

Session Organizer:

Beatrice Sacchetto, ISPA-IU (Lisbon, Portugal)

Moderator:

Jose Ornelas, ISPA University Institute

Discussant:
> Bret Kloos, University of South Carolina-Columbia

212. LGBTQ Adult Homelessness and Poverty
SCRA
Symposium
4:00 to 5:15 pm
Vanier Hall: VNR 2075

The response to ending homelessness and reducing poverty continues to be blanketed in a "one-size-fits-all" approach. Increases in affordable housing and improvements in income support and social service programs are vital, yet they often fail to appreciate the unique circumstances of homeless individuals and those living in poverty. One population that has yet to be widely recognized is the lesbian, gay, bisexual, transgender, and queer (LGTBQ) community. We know that LGBTQ youth experience homelessness at a disproportionately higher rate than non-LGBTQ youth and that income disparities exist among LGBTQ adults. Despite this knowledge, the social service sector has been slow to provide programming and develop unique solutions to eliminate LGBTQ homelessness and poverty. In this symposium, we will present recent research examining the experiences of LGBTQ adults who are homeless, vulnerably housed, or living in poverty as it relates to their mental health, service needs, and sense of belonging. The first paper (Ecker) focuses on the experiences of LGBTQ homeless and vulnerably housed adults. The second paper (Ross) addresses low-income LGBTQ peoples' descriptions of their encounters with mental health services The third paper (Travers, Coulombe, & Wilson) presents results from a needs assessment with LGBTQ individuals from Waterloo, Ontario including those living in marginal housing. The fourth paper (Munro) discusses health and social service access experiences of trans women living with HIV. Each presenter will discuss how the results from their paper can contribute to transforming the social service sector to be more inclusive to the needs of the LGBTQ community.

Participants:

> LGBTQ Adults Who Have Experienced Homelessness John Ecker, Canadian Observatory on Homelessness; University of Ottawa

This presentation provides results from an exploratory study of LGBTQ homeless adults in Ottawa, Ontario. The study examined the role of sexual orientation and gender identity in homeless entries, service use experiences, and strategies for successfully exiting homelessness. Twenty qualitative interviews were conducted with currently or formerly homeless adults identifying within the LGBTQ spectrum. Results demonstrate that currently and formerly homeless LGBTQ adults have complex histories of intrapersonal and interpersonal conflict. Service use experiences were generally positive, particularly when interacting with staff; however, each participant discussed a time when they witnessed or experienced homophobia and/or transphobia from other service users. The majority of participants expressed a need for greater LGBTQ-specific programming and for greater awareness of LGBTQ-specific resources present in the community. Strategies for exiting homelessness were varied and included personal growth, support from service providers, and acquiring employment. The results are discussed in terms of ways to transform the current homeless service system to be more inclusive of the needs of LGBTQ adults.

> A narrative analysis of the mental health service experiences of LGBTQ people living in poverty Lori Ross, Dalla Lana School of Public Health, University of Toronto; Margaret F Gibson, York University; Charmaine Williams, University of Toronto Factor-Inwentash Faculty of Social Work; Andrea F Daley, School of Social Work, York University

Although both poverty and LGBTQ identity have been identified as determinants of accessibility of and satisfaction with mental health services, little research has examined mental health service experiences of LGBTQ people living in poverty. This presentation aims to address this research gap through an analysis of low income LGBTQ peoples' descriptions of their encounters with mental health services. Twelve LGBTQ-identified people living in poverty were interviewed as part of a community-based, mixed methods study of 704 women and/or trans people from across the province of Ontario, Canada. Narrative methods were used to analyze these 12 interviews, with attention to how poverty shaped participants' stories of accessing, or attempting to access, mental health services. In contrast to predominant social narratives of poor people as 'lazy' or 'cheating the system', participants' stories highlighted the extensive work they did to achieve and maintain mental wellness in the context of extreme financial constraints and anti-LGBTQ discrimination. The need to respond to inadequate services and dominant beliefs about poor, LGBTQ people shaped the structure and content of these narratives. Participants described how affordable services were often inaccessible due to extensive waitlists or restrictive inclusion criteria. If and when services were accessed, their impact was often limited by providers who seemed ill equipped to meet participants' specific needs as LGBTQ people. In response to these system deficiencies, participants told stories of working hard to establish their own resource and support systems outside of the formal mental health sector, maintaining relative states of wellness in spite of—rather than with the support of—mental health services. These findings highlight the agency and resourcefulness of LGBTQ people living in poverty, as well as the mechanisms through which inadequate mental health services can serve to reproduce and sustain mental health inequities. Implications for practice and policy will be discussed.

> From harassment to healthcare to inclusion: Results from an LGBTQ needs assessment in Waterloo, Ontario Robb Travers, Wilfrid Laurier University; Simon Coulombe, Wilfrid Laurier University; Ciann Wilson, Wilfrid Laurier University

The OutLook Study is one of Canada's largest needs assessments exploring issues of concern to LGBTQ communities. From harassment to health healthcare, to inclusion, the OutLook team has collected data from 526 participants in Waterloo Region, Ontario. OutLook aims to identify pressing community and policy issues for Waterloo Region LGBTQ communities moving into the future. Using an ecological approach, this presentation will focus on identifying some of the social determinants of health facing contemporary LGBTQ community members in a smaller urban region including, housing status, victimization and discrimination, social supports, and mental health care access.

> "The little T that's not actually really there": Understanding the health and social service access experiences of trans women living with HIV Lauren Munro, Wilfrid Laurier University

Given the disproportionately high rate of HIV among trans women, Trans PULSE undertook a qualitative study to learn more about their experiences with health and social services. Interviews were conducted with 15 trans women living with HIV in Ontario as well as 10 service providers, who provided additional insights into health service utilization. Results highlight the role of system, clinic, and provider factors in the health care environment that impact access to services and impede the development of trans-specific

HIV supports. Service providers described examples of discrimination, identified strategies for navigating a dysfunctional system, and outlined the specific ways health and social services in Ontario are failing trans women. Trans women living with HIV face unique challenges in attempting to access services that have implications for the HIV care continuum, including poverty, experiences of homelessness, and mental health challenges. Our findings provide context for the unique challenges facing trans women living with HIV and support the importance of coordinating HIV services and transition-related care, and providing appropriate training for service providers.

Session Organizer:
John Ecker, Canadian Observatory on Homelessness; University of Ottawa

213. Banquet
SCRA
Special Event
6:30 to 11:00 pm
Shaw Centre: Shaw Centre

The following awards will be presented: 2017 AWARDS Ethnic Minority Mentorship Award: Nellie Tran, PhD. Early Career Award: Zachary Neal, PhD. Best Dissertation in a Topic Relevant to Community Psychology: Jessica Shaw, PhD. Emory L. Cowen Dissertation Award for the Promotion of Wellness: Simon Coulombe, PhD. Council on Educational Programs Award for Excellence in Education Programs: National Louis University. Council on Educational Programs - Excellent Educator Award: Dr. Michael Morris, PhD. John Kalafat Practitioner Award: Susan Wolfe, PhD. John Kalafat Community Program Award: The School Culture and Climate Initiative (partnership of The United Way of Northern New Jersey and the Center for Human and Social Development of the College of Saint Elizabeth) Special Contributions to Public Policy Award: Clinton Anderson, PhD. Don Klein Publication Award: Ken Maton, PhD. 2016 AWARDS Ethnic Minority Mentorship Award: Robin Miller, PhD. Early Career Award: Jenna Watling Neal, PhD. Best Dissertation in a Topic Relevant to Community Psychology: Kate Dorozenko, PhD.

SATURDAY, JUNE, 24

214. Canadian CP Planning Meeting
SCRA
Other
8:00 to 8:50 am
Social Sciences Building: FSS 10003

215. Indigenous Interest Group Meeting
SCRA
Other
8:00 to 8:50 am
Social Sciences Building: FSS 1005
Nathaniel Mohatt and Meredith Wellman

216. SCRA Regional Representatives Meeting
SCRA
Other
8:00 to 8:50 am
Social Sciences Building: FSS 4004

217. Breakfast and Mentoring
SCRA
Other
8:00 to 8:50 am
Social Sciences Building: First Floor Main Lobby (FSS 1000)

218. Community Psychologists and the Public Sphere : Articulating the Politics behind Community Psychology Practice.
SCRA
Roundtable Discussion
9:00 to 10:15 am
Social Sciences Building: FSS 10003

What political roles should community psychologists play in the public sphere? This is not an easy question to answer, because it requires careful contemplation of the relationships between science, values, political structures, and social change in community psychology. In order to recognize their political roles, community psychologists should be able explain how the practice of their science can foster the implementation of their values and the emergence of a good and just society. Yet, although community psychologists generally espouse common democratic values such as social justice, citizen participation, and respect for diversity, they do not always agree on what these terms mean, how to put these values into practice politically, or how their practices contribute to social change. The field is therefore characterized by ideological diversity and diffuse impact on structures of power. The objective of this roundtable is to address this ideological diversity and to exchange ideas on the political roles that community psychologists should assume in the public sphere. In order to do so, discussants with various experiences in social movement work, coalition building and policy research will briefly discuss their views on three questions: what political roles do community psychologists currently occupy in the public sphere? Ideally, what political roles should they assume? How can community psychology, as a discipline, evolve toward greater clarity about links between its practices and politics? A facilitated dialogue will follow to generate points of consensus and difference.

Session Organizer:
Louis Philippe Cote, University of Quebec at Montreal
Moderator:
Thomas Saias, Université du Québec à Montréal
Discussants:
Tod Sloan, Lewis and Clark Graduate School of Education and Counseling
Monique Guishard, City University of New York
Natalie Kivell, University of Miami
Ignacio Dobles, University of Costa Rica

219. Integrating Clinical and Community Psychology in Training, Research, and Action
Global Alliance for Behavioral Health and Social Justice
Roundtable Discussion
9:00 to 10:15 am
Social Sciences Building: FSS 1005

Although there are many historical links between clinical and community psychology that relate to the historical vision of Orthopsychiatry, interdisciplinary training is increasingly difficult. Accreditation standards have become more narrow. Many training sites have also become more focused on a narrow view of individual level intervention. This roundtable is intended to create space for dialogue about how to promote synergies in

clinical and community psychology in training, research and intervention. The round table discussion will offer an opportunity to discuss emerging initiatives within SCRA to promote clinical-community training. It also an opportunity to build bridges with other disciplines through the Global Alliance for Behavioral Health and Social Justice. Of particular interest in supporting training programs, development of new partnerships, and interventions outside of academic settings that can (a) inform the planning or delivery of interventions, (b) develop research and policy agendas informed by the integration of clinical and community perspectives, (c) support partnerships with consumer/survivor/ ex-patients, and (d)) generate knowledge of how to develop and implement applied practices that are contextually appropriate and grounded in empirical science. Anyone is welcome to come and contribute to projects that we will pursue after the conference.

Session Organizer:
Bret Kloos, University of South Carolina-Columbia
Moderator:
Bret Kloos, University of South Carolina-Columbia
Discussants:
Joy Kaufman, Yale University
Greg Townley, Portland State University
Nyssa Snow-hill, University of South Carolina-Columbia
Douglas John Archie, University of South Carolina

220. Transforming Attitudes toward People Living in Poverty: Implicit, Explicit, and Change Over Time
SCRA
Symposium
9:00 to 10:15 am
Social Sciences Building: FSS 1006
Attitudes have the capacity to impact behavior in both healthy and unhealthy ways. Attitudes toward poverty are particularly important to understand because poverty is highly stigmatized, and a change in those attitudes has the potential to promote social justice. Students attending college are often at a key stage of identity development, when their emerging sense of themselves and the world around them can have a long-term impact on their behavior. For psychologists who work in the higher education context, there is an opportunity to "make an impact" by shifting the attitudes that students have toward people in poverty, developing a critical consciousness that is a prerequisite to social change. In order to inform those efforts, both the nature of existing attitudes and the potential for changing them requires exploration, with attention to the diversity of students' own backgrounds. This panel will present research on college students' implicit and explicit attitudes toward poverty, how those attitudes change, and whether they vary as a function of social class. The first paper will detail implicit and explicit beliefs about people living in poverty, and the relationship between the two. The second paper will explore the role of students' own social class in their attitudes toward poverty. The third presentation will delve into the question of the impact of a service learning course on students' poverty attributions, and will explore the role of students' social class in that impact. Finally, there will be a discussion of opportunities and challenges in attempting to shift attitudes toward marginalized populations.

Participants:
Social Class and Attitudes toward Poverty in a Diverse University
Lauren Cattaneo, George Mason University; Rachel Shor; Kris Gebhard, George Mason University; Stephanie Hargrove, George Mason University; Jenna Calton

Higher education has an important role to play in the arena of social justice. One important pathway toward this end is the development of critical consciousness among the full range of students who come through the gates. Obstacles to developing critical consciousness may vary according to students' own backgrounds, but there has been little exploration of this question in the context of social class. This paper will use two datasets collected from undergraduates at a large, diverse university to articulate the complexity of social class, and to describe its relationship with attitudes toward poverty. In the first sample, different indices of social class were related to attitudes toward poverty in varying ways: Students who rated themselves higher on the social class ladder were more likely to endorse individualistic causes of poverty, and students who reported more stigma related to their social status were more likely to endorse structural causes. In the second sample, we developed social class profiles in order to capture the nuances of the construct. These profiles accounted for students' subjective sense of their social status before and during college, and their experience of stigma. Four groups emerged: Consistent Ease, Consistent Stress, Moving Up through Higher Education, and College as a Stressor. These groups differed with respect to endorsement of structural causes of poverty. Implications for educators and directions for future research will be discussed.

Measuring Implicit Classism Rachel Shor

Overwhelmingly, social scientists rely on self-report measures to assess attitudes and feelings. However, in addition to self-report measures, attitudes can be assessed implicitly. Implicit attitudes refer to automatic, and often unconscious, associational processes that occur when an individual encounters a stimulus (Gawronski & Bodenhausen, 2006). While explicit attitudes may measure deliberate evaluations, implicit attitudes may be better tools to assess underlying biases or involuntary associations. In fact, extensive research demonstrated that explicit and implicit measures of an attitude tend to be positively but only moderately correlated (r = .24) (Hofmann et al., 2005). Additionally, multiple meta-analyses have found that the relationship between implicit and explicit attitudes is weaker when assessing socially sensitive topics (e.g., interracial interactions or sexual orientation) (see Hofmann et al., 2005; Greenwald et al., 2009). While a range of socially sensitive topics have been researched, few studies have examined social class; and currently, the relationship between implicit attitudes and explicit attitudes about people living in poverty is unclear. This paper explores the connection between implicit and explicit beliefs about people living in poverty in a sample of 278 undergraduates in a diverse university in the United States. Consistent with our hypothesis we found that the correlation between implicit and explicit attitudes about people in poverty was weaker than average. We also found that implicit attitudes related differently to explicit attitudes about the causes for poverty (individual and systems-level issues). Results have implications for measurement strategies and future research focused on classism.

Poverty Attribution Changes Among College Students in a Service Learning Course Kris Gebhard, George Mason University; Stephanie Hargrove, George Mason University

Poverty is a pervasive problem with far reaching consequences, and it is entrenched in the structure of American society. Addressing poverty requires a citizenry who understands the systemic roots of the problem and is willing to make change. More specifically, scholars have found that the attributions people make about poverty are a key determinant of the nature of their engagement: individualistic attributions promote either antipathy or engagement that is limited to mitigating the effects of poverty, while

structural attributions promote efforts at system change that aim to eradicate poverty at the root. One way in which educators seek to shift attitudes toward social problems is through service learning courses, but the impact of this approach on these attitudes toward poverty has not been explored. This paper describes the results of a longitudinal study evaluating the impact of a psychology service-learning course, Community Engagement for Social Change, on poverty attributions and investigates whether that impact varies based on the social class of students. We compared students who took the course with a control group of junior and senior psychology majors in the university. Students completed surveys at the beginning of the semester, at the end of the semester, and a year after the semester's end. Analyses show that following the service learning class, there is a significant increase of external and structural attributions of poverty and a significant decrease of internal and individual attributions of poverty. Among students who did not take the service learning course, structural attributions for poverty were the only attitudes to change significantly. Implications and future directions for research will be discussed.

> Session Organizer:
> Stephanie Hargrove, George Mason University

221. Community Psychology Pedagogy and Research with Undergraduates: What is the current state, what is the future, and how do we get there?
SCRA
Town Hall Meeting
9:00 to 10:15 am
Social Sciences Building: FSS 1030

A growing group of community psychology (CP) practitioners have been communicating over the SCRA listserv about the unique rewards and challenges to doing CP work (e.g., research, action, and teaching) in primarily undergraduate-serving higher education settings. In this town hall, we will transition our online conversation into an ongoing, productive dialogue and growing support network. Town hall conveners will facilitate a discussion of issues that have arisen over the listserv, at regional conferences, and in the preceding Biennial sessions. This town hall will serve as a culminating moment for biennial presentations related to CP work in undergraduate focused settings. Representatives of undergraduate CP-related Biennial sessions will report out key insights, challenges, and recommendations from prior sessions. We will use a small group discussion model to explore the following guiding questions: 1)   What do we aspire to provide for undergraduate students as CP practitioners? 2)   What CP-related teaching and research activities are currently being done with undergraduates? 3)   What are the unique challenges to doing CP work in these settings? 4)   What are tools to overcome these challenges? 5)   How do we grow the visibility and accessibility of CP in undergraduate settings? 6)   What are some next steps and tools to create to help us in this important task? Three moderators will work to facilitate dialogue among participants exploring these questions as well as other topics that may arise. At the end of the session, we will compile and disseminate a record of the practices and insights shared related to undergraduate teaching and research practices. Our goal is to move toward an undergraduate teaching toolbox. In addition, we will identify a set of action items for moving the undergraduate CP teaching agenda forward within SCRA and invite participants to join the growing network of undergraduate CP practitioners. We intend to develop a community of practice related to doing CP research, action, and teaching in undergraduate settings by developing new spaces to engage more directly with existing spaces for theorizing, examining, and disseminating our undergraduate CP practices. To that end, we will share and solicit feedback on our proposal for a special issue on Undergraduate CP Teaching and Research Practice in the Global Journal of Community Psychology Practice.

> Session Organizer:
> Jen Wallin-Ruschman, The College of Idaho
> Moderators:
> Lauren Lichty, University of Washington Bothell
> Eylin Palamaro Munsell, Arizona State University

222. New Advances in Theory and Measurement of Sense of Community and Sense of Community Responsibility
SCRA
Symposium
9:00 to 10:15 am
Social Sciences Building: FSS 14001

This symposium offers an opportunity to learn about recent advances in theory and measurement of Sense of Community and Sense of Community Responsibility. Jason Leonard and Ed Stevens will present their work on a new Psychological Sense of Community Scale where the individual is measured as being part of three ecological levels (Entity, Membership, and the Self). Their discussion will lead to an open conversation with the audience about measurement issues, and how this scale and others compares and contrasts with measures like the Brief Sense of Community Scale. and Sense of Community Index (I & II), and others. Neil Boyd and Branda Nowell will present their work which has advanced the theoretical understanding of Sense of Community and Sense of Community Responsibility.   Their discussion will lead to an open conversation with the audience about existing theory, recent theory, and future advances in theory of community experience constructs in community psychology. Andrew Peterson and Peter Treitler will present results of empirical work on Sense of Community Responsibility and Sense of Community. The implications for researchers applying different measurement perspectives (i.e., reflective, formative, Rasch) to the study of these constructs will also be discussed.

> Participants:
> Sense of Community Scale Development and Validation Leonard Jason, DePaul University; Ed Stevens, DePaul University

A new scale measuring sense of community conceptualized this experience as a result of an individual being part of three ecological levels. The largest level is Entity, the unit upon which the community is formulated (e.g., neighborhood, school, or organization). In order to tap into this domain, we incorporated items that refer to characteristics of the group, such as common goals, purpose and objectives. The next level, Membership refers to the relationships between the members of the group (e.g., neighbors on a block, students within a school). Finally, at the third and narrowest level, or "the individual," is Self, which assesses the meaningfulness, commitment, and emotional connection experienced by members. This representation of the construct has the advantage of providing a detailed perspective on the interactive relationship between an individual's own experience within a group and characteristics of that group, attempting to capture how these aspects relate to his or her well-being. In a sense, this definition captures Sarason's definition of psychological sense of community as comprising multiple levels--a stable structure (Entity), interdependence with others (Members), and a willingness to maintain interdependence (Self). We will present on our brief 9-item questionnaire that has good psychometric properties. Preliminary evidence suggests that each domain is a necessary but not sufficient component of sense of community. For example, a

person might experience a strong sense of Entity, but not of Membership or Self, and in such a situation, he or she may not have a strong sense of community. Using a community sample, this scale has been able to predict two recovery home phenomena of house operations and member trust.

New Theory Development on Sense of Community and Community Responsibility Neil Boyd, Bucknell University; Branda Nowell, North Carolina State University; Sharon Larson, Geisinger Health System

Sarason (1974) and McMillan and Chavis (1986) have offered long-standing notions of how a sense of community should be defined and measured. However, Nowell & Boyd (2010) challenged the theoretical underpinnings and measurement schemes of a sense of community, as they were attempting to understand if a sense of community mattered in work settings. Some of their qualitative data pointed to the fact that having a perception of responsibility for a community was an important component of having a community experience. This observation led to the articulation of the Community Experience Framework (Nowell and Boyd, 2010). The framework states that community experiences can manifest in two separate forms: 1) the experience of a community as a resource and 2) the experience of community as a responsibility. They defined these community experiences and deconstructed their differential theoretical logics by showing that a sense of community develops when personal needs are fulfilled and a sense of community responsibility is generated out of personal value and belief systems.

Innovations in Testing Measures of Sense of Community Responsibility and Sense of Community N. Andrew Peterson, Rutgers University; Peter Treitler, Rutgers University

Andrew Peterson and Peter Treitler will present results of empirical work on Sense of Community Responsibility and Sense of Community. The implications for researchers applying different measurement perspectives (i.e., reflective, formative, Rasch) to the study of these constructs will also be discussed.

Presenter:
Neil Boyd, Bucknell University
Session Organizer:
Neil Boyd, Bucknell University

223. Ignite Session 9
SCRA
Ignite Session
9:00 to 10:15 am
Social Sciences Building: FSS 2005
Participants:
Asian American Masculinity: A Qualitative Examination Jason Zengo Kyler-Yano, Portland State University; Eric Mankowski, Portland State University

The association between intimate partner violence (IPV) and aspects of masculinity are well established. Research has found that more traditional masculine ideology and greater masculine gender role strain (MGRS) are associated with IPV. This has led many community based IPV interventions to target components of masculinity to decrease perpetration. The tools used to measure masculinity however, were mostly developed with white men. Findings using tools like the revised Male Role Norms Inventory (MRNI-R) are regularly generalized to all men as opposed to white men specifically. Asian American men are an important community in which to understand the diversity of masculinities. For example, Asian Americans as a combination of people from South, Southeast, and East Asian as well as

Pacific Island countries and cultures are described as having a collectivist orientation (as compared with individualistic societies) where identity with and the importance of the group is greater than that of the individual. To capture Asian American men's definitions of masculinity, and to examine associations between those definitions and IPV, we asked 89 self-identified Asian American undergraduate students the question, "What does it mean to be a real man?" in an online survey that included measures of IPV and MGRS. Responses were open coded until saturation allowed for thematic grouping (e.g., protector, provider, self-reliance). Thematic groupings were then mapped onto subscales of the MRNI-R (e.g., Aggression). Findings indicate conceptual overlap between responses and the MRNI-Revised subscales of Dominance, Aggression, and Extreme Self-Reliance, but not the other subscales. Additional constructs that emerged in responses include responsibility (to one's partner and family), respectfulness, and provision of emotional support. These findings increase our understanding of Asian American masculinity, aid in the development of more accurate theories and measures of masculinities, and may improve our understanding of their potential association with IPV in Asian American communities.

Bridging the Gaps in Bringing in the Bystander: An Intersectional Approach to Campus Sexual Violence Anne Elizabeth Rudzinski, Wilfrid Laurier

Sexual assault on university campuses is currently in the spotlight, in both academic research and in the media. University stakeholders are currently developing strategies to both prevent and respond to sexual violence and misconduct. While universities desire to take up an intersectional approach to sexual violence prevention, our evidence-based intervention programs still focus heavily on white, able-bodied, cis-gender and heteronormative forms of sexual violence. Gendered violence experiences are complicated by intersectional identities like race, gender identity, and sexual orientation. While a gendered approach is valuable, it is also important for universities to invest in interventions that prevent violence against all of their students. The aim of this research is to assess whether intersectional approaches to bystander training are effective at increasing knowledge about sexual violence and bystander behaviours. The first phase of this study involves facilitating conversations (via focus groups) with students groups that represent minority students (Black, Muslim, LGBT+, women and trans students). The second phase involves piloting an intersectional adaptation of the Bringing in the Bystander program. This program will expand the existing pedagogical structure by including a wider variety of narratives. Students will complete a pre-workshop survey and two post-workshop surveys tracking changes in knowledge about sexual violence, (including an intersectional understanding of the issue), understandings of intervention techniques, and pro-social bystander behaviours. This research forms the thesis for a Master's student in Community Psychology, and is being conducted in partnership with Wilfrid Laurier's Diversity and Equity Office. Results will be available Summer 2017.

Exploring Gender-Based Violence Against Women in the Caribbean Katherine Cloutier, Michigan State University

Gender-based violence in the Caribbean is a surprisingly unexplored issue with significant gaps and variance in the data collected and results disseminated (DeShong, 2015). This lack of data is concerning for program and resource development, and presents great threat to Caribbean communities (Han & Stewart, 2014). To continue developing this literature and leverage funding for research efforts, a methodological critique of the existing work is necessary. This presentation will begin to answer the question: What do we know about gender-based violence against women

in the Caribbean? An in-depth analysis of the existing studies looking at the extent and nature of gender-based violence in the region will be presented, specifically through a critique of the foundational elements, design-related elements, measurement-related elements, inference-related elements, and consequential elements. An ecological systems framework (Bronfenbrenner, 1979) will be explored and its integration with the future of this body of work will also be provided. Results across existing studies will also be synthesized and disseminated in addition to their critique. Future directions for this body of work will be explored, specifically the integration of community-based participatory research and its connection to policy change. Utilizing this methodological critique throughout the next phase of research on this topic will aim to strengthen this body of work and develop much needed resources across Caribbean countries. Specifically, this methodological critique will inform the first ever regional data collection effort on this issue, and, coupled together, will pave the way for service development. The Caribbean diaspora is extensive within Canada (www. statcan.gc.ca), making this topic relevant to the conference proceedings as well as to the field of community psychology and our continued focus on context and social justice, globally.

It's Complicated: Using self-report data to characterize sexual assault perpetration Hope Desiree Holland, University of Illinois Urbana-Champaign

Survivors of sexual assault experience significant impact in their mental and physical health, affecting the productivity and well-being of both the individual and their larger community. These outcomes combined with the heavily gendered nature of sexual assault situate this issue as a crime against women's bodily autonomy, economic potential, and ultimately, women's movement within society. While a large body of literature has identified these negative outcomes for survivors and their communities, much less is known about offenders and the ways in which their cognitions and behaviors give rise to and support a culture of rape. Understanding the cognitions of offenders is particularly important, as it conveys critical information about the rationalizations and mechanisms that are being used to justify their behavior. While sexual violence is often framed as an individual act that occurs in a dyad, more accurately this type of violence involves strategies of control and power that are deeply embedded in the systemic structure of our society. Understanding perpetrator behaviors and endorsed cognitions around rape myths, victim blaming, gender roles, understanding of consent, and peer attitudes are all important ways we can begin to characterize the culture of rape that both influences and protects offenders. Better understanding these relationships will only strengthen current interventions, including providing more specific understandings to guide student-led bystander intervention programs. The proposed IGNITE presentation uses data from a recent campus climate survey given at a mid-size public university. The presentation will weave in some of the findings from this first iteration of the survey with discussion on the nature of and best-practices for working with data by individuals endorsing socially-undesirable behavior, ultimately providing a broader context for how the audience might begin to interpret the findings.

Redefining the "Red Zone": A temporal and spatial analysis of sexual assault at HBCUs and PWIs Christopher Allen, University of Massachusetts-Lowell

Introduction: Sexual violence is a serious public health problem (World Health Organization, 2013) with a well-documented and staggeringly high prevalence rate in college populations (Fisher, Cullen, & Turner, 2000). Previous research suggests that women may be at particularly high risk

for sexual assault at certain points in their college careers (Flack et al., 2008; Kimble et al. 2008). The current study builds upon previous work by examining temporal and spatial characteristics of women who experienced sexual assault while attending either a Historically Black College and University (HBCU) or a Predominantly White Institution (PWI). Methods: The present study is a secondary data analysis of cross-sectional data examining undergraduate women's experiences of sexual assault (Krebs et al., 2009, 2011). Descriptive analyses were used to asses sexual assault prevalence rates across the follow temporal and spatial variables: month, day of the week, times of day, on/off campus, and assault setting. Multinomial logistic regression analyses were used to examine differences in temporal and spatial characteristics of sexual assault experiences by race. Results: For both students attending HBCUs and PWIs, women were most likely to experience sexual assault during the month of October, on Fridays and Saturdays, and between the hours of 12:00 and 6:00AM. The majority of sexual assaults occurred off-campus. Logistic regression results suggest high risk settings for experiencing sexual assault differ by race. Discussion: Results from the current study have several implications for the prevention of sexual assault and provision of services for sexual assault survivors. Regarding prevention, future studies of bystander intervention behavior should examine how temporal and setting characteristics may promote or impede efficacious intervention. Regarding intervention, campus service providers may wish to increase the accessibility of services during non-business hours, when the majority of sexual assault occur.

The Interconnection of Community and Domestic Violence: A Subculture of Violence Exploration Nickholas Grant, University of Illinois at Urbana Champaign; Nicole Allen, University of Illinois at Urbana-Champaign

Domestic violence and community violence are pervasive issues in society with some evidence of co-occurrence; yet, they have been, historically, examined in isolation from one another. While there is limited emerging evidence that these forms of violence may intersect, there has not been any empirical investigation of this intersection within the context of disadvantaged, high-crime rate neighborhoods. Further, no studies examine the nature of this intersection with attention to subculture norms, providing a more contextual view of how these forms of violence co-occur. We conducted a qualitative content analysis of 1943 conflicts encountered by the Ceasefire program in Chicago, Illinois. The analysis consisted of first identifying forms of domestic violence, and then we examined patterns of interconnection, particularly with attention to Nesbitt and Cohen (1996) and Anderson's (1994; 2000) theories on the culture of violence in the form of retaliation. Of the 1943 cases, a relatively small number had evidence of interconnecting forms of violence; specifically, 48 cases showed evidence of co-occurrence that fell into two categories: retaliation and intervention. There was also preliminary evidence of subcultural norms that may have structured opportunities for interconnecting conflicts, particularly as it relates to patterns of escalating, retaliatory violence. Prevention and intervention efforts should be aware of these escalating patterns, particularly with regard to the subcultural norms that may encourage retaliation in disadvantaged, high-crime rate neighborhoods. Future research should continue to investigate patterns of co-occurrence and how subcultural norms may influence these patterns.

Unpacking 'Rape Culture': What it means, how it is experienced, and why it matters Hope Desiree Holland, University of Illinois Urbana-Champaign

The climate of sexism that condones the marginalization and objectification

of women is often referred to as 'rape culture'; while this term has proved valuable in describing the context of sexism in which women live, at present there has been little work on unpacking what this term does and does not refer to. We know from the literature on racial discrimination that this type of chronic stress has deleterious impacts on individuals' mental and physical health (e.g. Pascoe and Richman, 2009). While incredible research has been done on the impact of sexual assault, domestic violence, and sexual harassment, much less is known about women's everyday experiences of sexism (e.g. street harassment) and the negative impacts of such enduring experiences. Additionally, work done in this area has primarily been theoretical rather than applied, with less attention given to the ways in which social identities interact with gender, presenting significant limits to understanding the unique implications of such a widely-experienced social phenomenon for women with intersected social identities. The proposed IGNITE presentation will discuss the current study's two major aims: 1) to better operationalize the construct of rape culture, using grounded theory to understand what participants mean when they use the term, and 2) to characterize the types of experiences that women do and do not attribute to rape culture. Additionally, this study aims to understand how/whether experiencing systemic processes of sexism, such as public stranger harassment, affects one's 'buying-in' to the term 'rape culture'. The proposed presentation will begin to expand on the importance of intersectionality in understanding experiences of sexism, particularly considering the role of age, race, and gender performance.

> Violence against women in video games: How is it related to players' bystander behavior? Robyn Ann Borgman, Georgia State University; Kevin Swartout, Georgia State University

Playing violent video games has been linked with many negative outcomes (e.g., aggression and hostility); however, much has yet to be explored on the effects of violence against women in games, specifically, on players. With increasing popularity of games containing violence against women (e.g., Grand Theft Auto), such content is of growing concern. Extant research links violence against women in other forms of media (e.g., television and movies) with negative outcomes (e.g., rape myth acceptance). Furthermore, recent studies link negative depictions of women or violence against women in games and additional negative outcomes (e.g., hostile sexism). The present study expands on these findings. 559 men completed an online survey assessing their virtual violence against women (VVAW) exposure and attitudes about violence against women. They then viewed a brief video depicting an aggressive situation between heterosexual dating partners, indicated how many aggressive acts they saw in the video, and indicated when they would intervene if they were present. We predicted that those exposed to more VVAW would have increased justifications of date rape and identify fewer aggressive acts and, thus, take longer to intervene in the scenario. Using path analysis in Mplus, we found this system of relationships fits the data well, $\chi2(2, n=559)=0.014, p=0.993$, CFI=1, TLI=1.183, RMSEA<.001, SRMR=0.001. However, some relationships were contrary to our predictions: men with increased justifications of date rape intervened earlier, b=-16.347, p<.001, and men who identified more aggressive acts in the video intervened later, b=0.19, p=0.011. This ignite presentation and the discussion to follow will explore the complex relationship between VVAW and attitudes and the implications of this relationship on violence prevention efforts (e.g., bystander intervention).

224. Making Space for Community Psychology Faculty of Color at SCRA
    SCRA
    Roundtable Discussion

9:00 to 10:15 am
Social Sciences Building: FSS 4004

In collaboration with the Committee on Cultural, Ethnic, and Racial Affairs (CERA), this roundtable is a space for faculty of color to come together and connect. Over the last decade, scholars have been calling attention to the importance of recognizing the unique experiences of faculty members of color on college campuses (Boyd, 2010; Sekaquaptewa, 2014; Tuitt, Hanna, Martinez, del Carmen Salazar, & Griffin, 2009). Many faculty often experience more emotional labor based on their identities (Boyd, 2010; Duke Chronicle, 2015; Sekaquaptewa, 2014). Moreover, more faculty of color report feeling marginalized both at their universities and within their professional organizations (Boyd, 2010; Turner, González, & Wood, 2008). Turner and Myers (2000) reported that at predominantly white universities and colleges in eight Midwestern states, faculty of color experience exclusion, isolation, alienation, and racism. As CERA is increasing its efforts to recognize the importance of diversity within SCRA, this session is one opportunity for community psychology faculty of color to unite and share their experiences. The discussion will address areas like teaching, balancing research expectations with other often unspoken requirements, what it means to be a faculty member of color, as well as how faculty would like to see SCRA move forward to best support these voices and experiences (i.e., special issues of AJCP, specific interest groups, CERA actions, professional development). In addition, we hope that the discussions will help set up the agenda for CERA's future activities and organizing efforts. Participants will learn more about CERA and how they can be involved within the committee. Faculty of color from all ranks are welcomed to attend.

> Session Organizer:
>   Janelle M Silva, University of Washington Bothell`
> Discussants:
>   Janelle M Silva, University of Washington Bothell`
>   Fabricio Balcazar, University of Illinois at Chicago
>   Kaston Anderson-Carpenter, Michigan State University
>   Jesica Fernandez, Santa Clara Univesity
>   Nghi D. Thai, Central Connecticut State University

225. Practicing Radical Imagination: A Foundation for Critical Community Psychology
    SCRA
    Symposium
9:00 to 10:15 am
Social Sciences Building: FSS 4006

Social and environmental justice and peacebuilding depend upon our tending the embers of radical imagination, an imagination that ferrets out and refuses colonization by dominant ideologies and seeks instead ways of living together that manifest shared desire, named variously i.e., the beloved community, the peaceable kingdom, the reclaiming of the commons. Held in the light of the practice of radical imagination, community and ecological work can be seen as prefigurative, embodying in the present the kinds of relationships we seek more widely in the future. In this symposia, presenters will reflect on the practice of radical imagination as it informs their work in three arenas: the abolition of homelessness, the creation of urban space for the expression of cultural difference, and wolf conservation. Alisa Orduna, Los Angeles mayor's policy director on homelessness, will share how the verses in the literary corpus of the Yoruba spiritual system Ifà assisted her as an African American women to work with the Los Angeles Police Department to craft a new program

called the Homeless Outreach and Proactive Engagement Team (HOPE). Madeleine Spencer, a resident activist in Santa Ana (CA), will address the importance of grounding our urban spaces in our cultural differences. She will illustrate this through an examination of La Noche de Altares (Night of Alters), celebrated in the center of the Santa Ana's downtown corridor. Susan Grelock, wolf conservator and artist, works with artists and scientists who, through their storytelling, painting, filmmaking and photography, are shifting the old myth of humans and wolves in North America. Their artistic expressions are telling a new story and supporting the emergence of a shared collective vision for our relation to wolves.

Participants:

Queen of Angels: Reimagining the "warrior" to liberate homelessness from a police-state in Los Angeles Alisa Orduna, Pacifica Graduate Institute

I dare to believe in the creation of a society where homelessness no longer exists. Aligned with the prison abolition movement, the creation of intentional programs and policies that challenge implicit social biases latent within the collective American unconscious, can bring us closer to the development of a society that decriminalizes social 'isms' and fosters a sense of belonging for all. On any given night in the City of Angels, 28,000 residents experience homelessness. Seventy-five percent of these residents live on the streets, in riverbanks, alleyways, in doorways, and under freeway overpasses. Many of the residents are vulnerable to death, disease, violence, and decompensating mental and physical health. Homelessness in the psyche of most Los Angelenos is a police matter, subject to criminalization. The criminalization of homelessness is embedded in our unconscious biases that condemn persons not seen as 'deserving' of the basic tenants of human rights- food, housing, income security, and healthcare. Homelessness, and its affiliating social conditions (i.e. mental illness, substance abuse disorder) are perceived as personal choices that need corrective action. Law enforcement acts as border patrol between homelessness and the mainstream through offering access to 'services' or be subjective to jail. This creates a vicious cycle between the marginalized and law enforcement, negatively impacting the psyche of both. This presentation will share how the verses in the literary corpus of the Yoruba spiritual system Ifà about the feminine integration, assisted me as an African American women to work with the Los Angeles Police Department to craft a new program called the Homeless Outreach and Proactive Engagement Team (HOPE). Through this work we are re-imagining the 'warrior' archetype often invoked by law enforcement to challenge unconscious biases that criminalize homelessness in society.

Holding the Wisdom of Difference in Place Madeleine spencer, Pacifica Graduate Institute

In a 2015 lecture, cultural philosopher and sociologist, Dr. Eric Corijn stated: "We are still of the belief that we live together in urbanity on the basis of commonality, when it is actually on the basis of difference that we are brought together in our modern urban spaces"(Corijn, 2015). What we learn from Corijn is that it is no longer tradition, common history, identity, representative democracy, or continuity that will bond people in urban space. Rather, it is time to realize that when we work at discerning common roots as a foundation of national culture we fail. We may have a common future, but our present is in no way common. Yet, the present is where we must begin. Radical imagination, which I understand as the "rooted image," rests within the encoded wisdom of cultural difference. Difference is maintained at a high value, when root cultures that migrated can find a place, space, and community with which to freely express difference publicly. In Santa Ana

California, the Mexican Celebration, Noche de Altares (Night of Alters), is celebrated on the street in the center of the City's Downtown Corridor. This event is an example of a celebration that not only reconnects community to loved ones, ancestors and the past, but invites those who are from different cultures, who typically stand outside of this cultural enactment to step inside for one day. The event radically transfigures and transforms public space. The cultural expression of difference distinctively blurs the lines between what is commonly understood as public and private space; life, death, and mourning; and the meaning of celebration. What I have found is that whether the expression of difference is shared in cultural food, dance, or a particular ritual form is less important than the overall allowance and access given to communities by the state and public sector for this public expression to occur. Key words: urbanity, commonality, bridging, Noche de Altares, Dia de los Muertos, hybridity, multiculturalism, community, difference, socialization, individualization, tradition, nationalism, glocalization, boundaries, vulnerability, diversity, civic space

Wolf Lost & Found: The Arts, Radical Imagination, and Human-Wildlife Co-Existence Susan Grelock, Pacifica Graduate Institute

The Wolf: Lost & Found research project has been looking at the arts and their potential role in conservation. The project is based upon interviews with artists in the Western United States and seeks to learn more about their interest in wolves and how this is expressed in their artwork. What calls artists to create work about other species? How is the interconnection between humans and other species expressed in the arts? I was personally called to this work when a dream of a wolf lit my imagination on fire. I responded to this with painting, which almost seamlessly led to my own activism on behalf of wolves. What if others were experiencing the same leap – from their imagination to their lived experiences? If this is true, what potential does this have for informing conservation work? Through this research, I discovered a community of artist and scientists who, through their storytelling, painting, filmmaking and photography, are shifting the old myth of humans and wolves in North America. Their artistic expressions are telling a new story. Perhaps even more affirming is the discovery that these individual creators have a powerful calling to support a collective vision, even when they are working in isolation. One of my privileges as a co-researcher has been to share their stories and introduce the artists to each other, thus merging with this collective re-imagining. From the artists I am learning that the arts can provoke and spur our own reimagining of the world we inhabit, and responding to the call to create can help us radically re-imagine human consciousness. Key words: wildlife coexistence, arts, wolves, radical imagination, co-researcher, storytelling, collective unconscious

Session Organizers:

Mary Watkins, Pacifica Graduate Institute
Madeleine spencer, Pacifica Graduate Institute

Moderator:

Mary Watkins, Pacifica Graduate Institute

226. Which Way Do I Go? Developing Integrated Clinical-Community Professional Identities
SCRA
Roundtable Discussion
9:00 to 10:15 am
Social Sciences Building: FSS 4012

The foundations of traditional clinical psychology and community psychology may be viewed in opposition of one another. However, joint clinical and

community graduate programs endeavor to integrate the two fields, offering students a broad contextual lens for conceptualizing individual- and community-level problems and interventions. Clinical-community psychologists benefit from an array of possible career directions as a result of their education and practical training in two fields of psychological study, including clinical work, community consultation, and academia. One's personal preference and career path may dictate the extent to which a balance or integration of two professional identities is achieved and maintained over time. Indeed, some clinical-community psychologists working in academic and applied settings may evolve a solely clinical or community identity, while others may engage in work that allows them to integrate the two. This roundtable seeks to generate a discussion on professional identity development among early career clinical-community psychologists. Roundtable presenters and audience members will engage in discussion about their professional identification and the experiences that shaped their identification. The ways in which participants apply their dual areas of expertise in their careers will be discussed. Implications for the definition of clinical-community psychology as a distinct subfield, or specialty area, in psychology will be explored.

Session Organizer:
    Molly Brown, DePaul University
Moderator:
    James Cook, University of North Carolina at Charlotte
Discussants:
    Molly Brown, DePaul University
    ida salusky, DePaul University
    Bronwyn A Hunter, University of Maryland-Baltimore County
    Darnell Nathaniel Motley, Hines VA Hospital

227. The use of restorative and transformative justice: Alternative social settings to the criminal justice system
    SCRA
    Symposium
9:00 to 10:15 am
Social Sciences Building: FSS 4014
With growing interest in alternatives to the criminal justice system, the application of restorative justice and other models originating in indigenous practices has taken new forms and meaning. This session will present examples of alternatives responses to community harms (1) within, (2) alongside, and (3) completely outside of the traditional criminal justice system. The panel members' research covers a wide spectrum of applications, including restorative justice practice within a juvenile justice department, restorative practices alongside judicial processes through a survivor impact panel, and transformative justice for gender-based violence operating in lieu of the judicial process. The panelists will discuss the potential for restorative and transformative justice practices to function as dynamic alternative social settings (Cherniss & Deegan, 2000; Sarason, 1972) and describe this potential in terms of Kelly et al.'s (2000) ecological framework for understanding and changing social systems, prison reform and abolition (e.g., Davis, 2003), and/or collaboration theories of exchange and collective impact (Kania & Kramer, 2004).

Participants:
    Case Study: Building a Restorative Community Lizzie Rodriguez, Pacifica Graduate Institute
There have been many attempts to define the term restorative justice and to date, scholars, and practitioners have not yet agreed upon one precise

definition. However, leading experts have shared three elements that are included in the practice of restorative justice; 1) a response to harm caused to an individual; 2) community participation, and 3) welcoming the offender back into the larger community (Braithwaite, 2002; Morrison & Ahmed, 2006; and Zehr, 2009). This presentation shares a case study of the Restorative Community Network (RCN), a coalition of individuals and organizations committee to working together to address the complex social issues contributing to juvenile crime. The RCN uses the term Restorative Practices to describe a healing or transformative approach to addressing community harm, drawing upon principles of relationship and community building. The purpose of the RCN is to advocate for the use of Restorative Practices in the juvenile justice system, educational system, and youth & family services; promoting a system change away from an isolative and punitive model toward a healing and transformative model through collaborative partnerships. Jointly, members of the RCN strategized the strengthening of existing programs and processes, determining an action plan designed to meet the needs of the community and begin the process of creating a Restorative Community. This presentation will highlight the effectiveness as well as critiques of the Collective Impact model (Kania & Kramer, 2001) and exchange theories informed through the perspective of critical theory, depth psychology, and liberation psychology.

    Intimate Partner Violence Impact Panels as a Restorative Justice Process for Batterer Intervention: A Mixed-Methods Evaluation Kate Sackett, Portland State University
Intimate partner violence (IPV) is an extremely prevalent and concerning social issue (Black et al., 2011), with limited current intervention and prevention strategies. Impact panels, also called victim impact panels, are a specific type of restorative justice process (Van Ness & Strong, 1997) that attempts to address the needs and harms of individuals of crime through a panel process in which survivors of crimes speak to individuals who have perpetrated similar crimes. This study utilizes a multi-method, multi-source design to obtain ecologically valid information regarding the impact of IPV survivor impact panels on survivors and offenders. Methods include: (1) ethnographic inquiry of the panel process and participants, (2) archival analysis of post-panel surveys self-reported by offenders, and (3) focus groups with survivors, offenders, and BIP providers about their panel experiences and perceived impacts of the panel on survivors and offenders. This presentation will discuss the IPV impact panel context, activities, and experiences of participants and potential outcomes that have been identified as relevant to measure in follow up studies on the program. The IPV impact panel has the potential to function as an alternative social setting (Cherniss & Deegan, 2000; Sarason, 1972) to foster "alternative ways one can think and act" (p. 59, Sarason, Zitnay, & Grossman, 1971), where (surrogate) survivors and offenders participate in a shared experience intended to increase survivors' healing and increase offenders' motivation to stop being violent, understanding of how verbal and emotional abuse harms victims, and understanding of the long-term effects of abuse.

    When Communities Respond: Transformative Justice and Community Accountability Approaches to Gender Violence Ahjane Macquoid, University of Miami
Gender Violence (GV) denotes "violence whose meaning depends on the gendered identities of the parties" (Engle Merry 2009, p. 3), and is widely understood to include rape and domestic violence, yet also includes, gender disparate poverty, police brutality, and male murder. Public responses to GV are widely varied at the individual, community and societal levels. In CP work to combat GV, I propose engaging community participation in research

and transformative action. Considering participatory action against GV, Transformative Justice (TJ) has already been employed in communities by citizens to build capacity to resolve injustices (Coker & Macquoid, 2015). As a movement, TJ is both a politic and a model, and emerged from communities experiencing violence and unhelpful institutional responses. In efforts to support community-based responses, I employ a community based participatory method that examines current ways of responding to GV among community-based collectives. This includes describing both the alternative approach each employs, and what they identify as effective strategies for sustainably establishing community-based approaches to GV. It also seeks to identify how these community-based approaches understand the problem of GV, specifically how they articulate it, how they define the problem, and how their understanding aligns with community-based philosophy and black feminism.

Session Organizer:
Kate Sackett, Portland State University

228. Violence in Schools: Research, Intervention, and Policy
SCRA
Symposium
9:00 to 10:15 am
Social Sciences Building: FSS 5028

There are multiple types of violence, and violence affects all stakeholders within schools. For example, teacher-directed violence, self-inflicted violence, and bullying other students all plague our schools. In this symposium, we will describe research examining these issues, empirically supported interventions, and implications for policy. Specifically, the first presentation will describe findings from a national study of about 2,000 teachers in the United States examining teacher-directed violence. Findings reveal that higher rates of teacher-directed violence and lower rates of administrative support were associated with greater teacher turnover and mobility. Using mixed methods, this study will further explore teacher perspectives regarding how these incidents contributed to teacher decisions regarding leaving their profession. The second presentation will illustrate findings from a review of six commonly used suicide prevention programs for middle and high school-aged youth. Using the Distillation and Matching Model, we examine the extent to which these programs met criteria for empirically supported treatments and identify common elements across these programs. The third presentation will review state-level anti-bullying laws and discuss how these policies align with evidence-based strategies to mitigate bullying. Through a content analysis of state anti-bullying laws, policies that targeted parents were examined. Findings revealed that only a few states legislate comprehensive and empirically supported strategies, with the majority of states only requiring schools to inform parents that a bullying policy exists. All presentations will consider implications for research, intervention, practice, and policy to reduce violence in schools. Presenters will also engage the audience in an active discussion regarding data presented in this symposium, others' experiences with schools, and strategies to address school violence at multiple levels and across multiple stakeholders.

Participants:
Teacher-Directed Violence: Impact on Teacher Mobility Eric Peist, DePaul University; Susan D. McMahon, DePaul University

Approximately half a million U.S. teachers move from their positions or leave the profession every year, costing more than $2 billion annually. Teacher turnover is linked to poor student outcomes and disproportionately affects school districts with more minority students and lower overall performance; thus, turnover may be a factor in the growing achievement gap in the U.S. Violence may contribute to teachers' motives for leaving, yet has been relatively unexamined. Exploring the relationship between teacher-directed violence and turnover will promote better understanding of teacher decisions to leave and innovative strategies for teacher retention. The current study utilizes quantitative and qualitative data from 1,940 diverse K-12 teachers from 48 states who completed an anonymous online survey and reported at least one incident of teacher-directed violence (e.g., verbal threats, harassment, and physical attacks). Responses to open-ended questions about teachers' worst incidents will complement quantitative analyses and illustrate the characteristics of victimization incidents and how they correspond with teachers' desires to leave the profession or their current positions. Results from binomial logistic regression suggest that teacher-directed violence (i.e. number of perpetrators and forms of violence experienced) is associated with a greater likelihood of teachers leaving their positions and requesting transfers after their worst victimization incident. Further, higher levels of administrative support received during their worst incidents were associated with lower likelihood of teachers' transferring as well as leaving the profession. Although research on school violence has focused on student perpetrators and victims, this study provides evidence that violence spans multiple levels, has negative effects on teachers, and influences turnover. Taking into account teacher experiences and perspectives is essential in understanding and addressing school violence, and mixed methods research illustrates the complex roles of teacher-directed violence in teacher turnover. Implications for theory, research, and practice will be discussed.

School-based Suicide Prevention Programs: Efficacy and Common Elements Marissa Smith-millman, Miami University-Oxford; Paul Flaspohler

Suicide is the second leading cause of death among youth aged 10-24 in the United States (Center for Disease Control, 2014). Further, a significant portion of youth report having thoughts about suicide and making a suicide plan in the past year (Kann et al., 2016). One way to address the problem of youth suicide is to provide suicide prevention programming in schools (Stein et al., 2010). Many schools across the country use manualized, universal suicide prevention programs. Given their wide use, it is important to look more closely at universal prevention programs and determine their efficacy as well as their similarities and differences. Chorpita and Daleiden's (2005) Distillation and Matching Model (DMM) provides a framework for how to identify common elements of manualized treatments in hopes of helping therapists tailor treatments to specific clients. However, the DMM has not yet been used to determine common elements of prevention programs. The current project extends this model to suicide prevention programming for middle and high schools. We have recently completed a review of six commonly used suicide prevention programs for middle and high school-aged youth. The purpose of this review was twofold. The first aim was to determine whether these six programs met Chambless and Hollon (1998) criteria for empirically supported treatments. The second aim was to use the DMM to identify common elements across these programs. This presentation will review the results from this research. It will outline the importance of universal suicide prevention programming for middle and high school-aged youth, review the findings on whether the identified programs met criteria for empirically supported treatments, review the findings about common elements across the six suicide prevention programs, and discuss the implications of these findings for both research and practice.

Parents are the Missing Link: A Scan of State-Level Anti-Bullying Policies Andrew Martinez, Sacred Heart University; Justin Martel, Sacred Heart University; Kelly O'Connor, Virginia Commonwealth University

Bullying is a public health concern, with nearly one in three school-aged children and adolescents reporting being a victim of bullying. The prevalence of bullying calls for policy-level responses that can have a far-reaching and transformative impact on school settings. Toward this end, evidence indicates that incorporating parents (e.g., meetings, trainings) is a key factor in reducing rates of bullying and victimization (Ttofi & Farrington, 2011). The current study builds on this recent work to determine the extent to which state-level anti-bullying laws leverage the role of parents. A content analysis of state anti-bullying laws was conducted in order to explore the following questions, namely 1) how many states have anti-bullying statutes that target parents, 2) what are the ways in which parents are targeted, as reflected within the statutory language, and 3) which states reflect parent-related polices that are comprehensive and have empirical support. Results revealed five major policy requirements that target parents, 1) including parents in the development of school bullying policies, 2) informing parents that a school or state anti-bullying policy exists, 3) parent workshops and trainings on the topic of bullying, 4) parent notification of alleged or verified bullying, and 5) parent consultation to discuss possible interventions once bullying has occurred. While most state anti-bullying policies target parents in some manner, our findings indicate that only a few states legislate comprehensive and empirically supported strategies - with the majority of states only requiring schools to inform parents that a bullying policy exists. Based on these findings, we will suggest concrete ways that state anti-bullying laws can be strengthened to address bullying within school settings. Implications for future research, theory, and primary prevention will also be discussed.

Session Organizer:
Eric Peist, DePaul University
Moderator:
Susan D. McMahon, DePaul University
Discussant:
Adam Voight, Cleveland State University

229. Global Development of Community Psychology and Interdisciplinary Applied Community Research
SCRA
Symposium
9:00 to 10:15 am
Social Sciences Building: FSS 6004

The symposium will present current trends in Community Psychology (CP) and related community research fields across the globe. The goal is to highlight the development of domestic fields of community research in countries with widely varying geographies and cultures and what is unique about their versions of community studies. Factors impacting the development of CP and related fields will be presented by researchers based in the US (focusing on global developments), South Africa, Japan and Egypt. The four presentations will be as follows: (1) The Global Development of Applied Community Studies (GDACS) project aims to determine the factors that predict the development of 12 fields of professionalized community research, including CP, across 100 countries. (2) Histories and Developments in (South) African Community Psychology considers the origins, contradictory power relations, developments,

and current trends of community psychology in South Africa, with an emphasis on the last 30 years. (3) Socio-Linguistic Impediments to Global Development of Community Psychology Research & Practice in East Asia will provide an overview of the development of CP in non-English speaking regions; examine how key concepts in CP are differently used in non-English speaking contexts; and consider how socio-linguistic differences can create impediments to global development of CP. (4) Examining the Growth of Community Psychology within the Context of Egyptian Civil Society will offer a comparative analysis of the American field of CP first introduced in Egypt, and the field of community development (CD) within which most Egyptian community psychologists now practice. Unique opportunities for intervention through this dynamic juncture between CP and CD in Egypt will be presented. As discussant, the director of the GDACS project will briefly synthesize and contrast the presentations. Ample time for audience participation is planned.

Participants:
The Global Development of Applied Community Studies Dominique Lyew, Vanderbilt University

The Global Development of Applied Community Studies (GDACS) project aims to determine the factors that predict the development of all fields of professionalized community research in 100 countries (currently). By determining the factors that predict the development of applied social science fields focused on the local level and aimed at understanding and promoting human and community development, broadly defined, the authors hope to produce a history of the fields as well as to suggest paths towards the introduction of community research in academia globally to encourage the education of local professional social problem solvers, and break down barriers between academia and the community. GDACS examines the history and current state of the following 12 applied social science fields which have a community focus: community psychology, community sociology, community social work, community development, interdisciplinary community research and action, applied/development anthropology, development economics, public health, urban/regional planning/geography, local public administration/policy studies, popular education/literacy development, and liberation theology. This presentation will serve as an introduction to the larger project, and focus on a prediction model of the development of these fields in 70 developing countries. The model will explore the relationship of the status of indigenous community research fields (based on an assessment of professional organizations or conferences, graduate and undergraduate courses or programs, and publications and journals) with human development (HDI), societal inequality (GINI), economic activity (GDP), educational infrastructure, human rights and civil liberties, history of grassroots nonviolent action, and with an emphasis on the effects of international development aid (OECD Official Development Assistance) and whether it serves to foster or displace indigenous applied community research.

Histories and Developments in (South) African Community Psychology Ronelle Carolissen, University of Stellenbosch

This presentation provides a broad overview of community psychology in (South)Africa with an emphasis on developments in the field in South Africa over the last 30 years. It considers the origins, contradictory power relations and developments of the field as well as contemporary trends. Key debates about formalised versus non-formalised community psychology, partial erasure of formal community psychology, dilemmas for community psychology inherent in the notion of "community" as well as the threats and opportunities for community psychology in the South African context,

will be discussed. Community psychology, as a formalised discipline, is in an embryonic phase, at most, in many parts of Africa and minimised (as an entity named community psychology) in South Africa. Ironically, this does not mean that the field is non-existent in South Africa. A continuum of community psychologies exist and is often incorporated into allied disciplines such as public health and inclusive education. A minority of psychologists uphold the values and ideals of a transformative and critical community psychology. Recent socio political and theoretical developments in psychology in (South) Africa have the potential to facilitate a flourishing critical community psychology in South Africa and the rest of the continent. A future community psychology should focus on and expand collaboration within psychology with sub-disciplines such as political and social psychology as well as with those outside psychology who share similar values and political ideals.

> Socio-Linguistic Impediments to Global Development of Community Psychology Research & Practice in East Asia Toshiaki Sasao, International Christian University

In efforts to disseminate and promote community psychology research and practice around the world, various social-historical-ecological factors have been discussed at several biennial SCRA conferences and in a few edited CP books (e.g., 2009, 2011, 2013, 2015; Reich et al., 2007, 2016). For example, CP in South American contexts can be viewed as a call to restore a sense of justice and liberation where in East Asia it is perhaps a result of academic exchange with the U.S. community psychology. When CP concepts and orientations are introduced around the world, they are often linguistically translated into the local language for their understanding of CP as a field, thereby generating research and practice. However, CP, by its own nature, is highly influenced by its local and regional elements like other more established and neighboring fields (e.g., sociology, social work, social policy), but unlike less socially-dependent fields such as information sciences and chemistry. It is argued that further global development of community psychology ideas and concepts are highly contingent on socio-linguistic factors when CP is introduced. The purpose of this presentation is twofold: (a) to briefly provide an overview of CP development in non-English speaking regions, especially in East Asia, based on the results of an e-mail survey sent out to community psychologists there; (b) to compare and contrast the understanding and use of several key concepts in such non-English-speaking regions (e.g., community, social justice, empowerment, sense of community, and well-being); and (c) to discuss some strategies for addressing socio-linguistic impediments to global development of community psychology beyond the U.S.

> Examining the Growth of Community Psychology within the Context of Egyptian Civil Society Mona M Amer, The American University in Cairo

The 2017 Handbook of Community Psychology published a chapter on the global history of community psychology that neglected developments in the Middle East. This omission was striking not only because the field is formalized in two Masters programs in Egypt and Palestine and has been documented in several publications, but also because of the importance of transformative psychological interventions to address the chronic and urgent systemic challenges facing this part of the world. This presentation reviews the recent development of the small but budding field of community psychology in Egypt. Unlike in other parts of the world, community psychology did not emerge organically within the folds of community practice needs but rather was imported from the U.S. as a formal training program at a private American university. Yet, as students and faculty from

the program have interacted with local civil society through consultation, internships, research, and other activities, particularly with community development organizations, the field has taken on a unique shape in Egypt. The presentation will offer a comparative analysis between the values and methods of the American brand of community psychology that was adopted by community psychologists in Egypt and the values and methods of the more dominant field of community development in which most Egyptian community psychologists work. The presentation critiques the traditional modes of community change seen in Egypt and the opportunities for more effective intervention that have materialized at the dynamic juncture between community psychology and community development. Throughout this discussion is an examination of how socio-political factors influence the practical realities of applying community psychology (and community development) in the context of Egyptian civil society.

> Session Organizer:
>> Dominique Lyew, Vanderbilt University
> Discussant:
>> Douglas Perkins, Vanderbilt University

230. The Role of Paraprofessionals Across Service Models Supporting Vulnerable Individuals and Communities
SCRA
Roundtable Discussion
9:00 to 10:15 am
Social Sciences Building: FSS 7003

Roles for community-based lay service providers – workforces known by many titles including paraprofessionals, Community Health Workers, promotores/as, and health advocates (referred to hereafter as paraprofessionals) – have been built into a variety of settings, supporting promotion and prevention around a number of health and wellness outcomes. Calls for task shifting, expanded workforce development, and cost effective services suggest the possibility that paraprofessional-inclusive service models will continue to proliferate in the years ahead. Paraprofessionals can potentially strengthen interventions by minimizing social distance and stigma, incorporating local knowledge to construct and deliver contextually appropriate services, and augmenting the capacities of under-resourced settings. Paraprofessional-inclusive models can therefore support the advancement of well-being for vulnerable communities, as they are well positioned to provide services to populations that have been historically marginalized and face increased barriers to traditional services. These models can also address social determinants of health by providing and facilitating social support and strengthening social networks, addressing concrete needs, and/or providing advocacy. However, programs employing paraprofessionals have developed absent a critical theoretical or empirical literature regarding the nature of paraprofessional roles or paraprofessional-inclusive service models. The field as a whole lacks well-articulated models for training, supervising, and supporting paraprofessionals, and offers little to guide when and how to incorporate paraprofessionals into services. This roundtable will provide participants with an opportunity to discuss the development and implementation of a wide variety of service models incorporating paraprofessionals as service providers to reflect on the unique strengths and challenges that these models offer, how best to embed and support paraprofessionals in various services, and what Community Psychology can offer in promotion, support, and critique of the ways in which paraprofessionals are and can be a part of services.

> Session Organizers:

Davielle Lakind, University of Illinois at Chicago
Grace Cua, University of Illinois at Chicago
Discussants:
Angela Walden, University of Illinois at Chicago
Erika Gustafson, University of Illinois at Chicago
Shabnam Javdani, New York University
Davielle Lakind, University of Illinois at Chicago
Grace Cua, University of Illinois at Chicago

231. Sharing pain and taking action: Exploration of youth, community, and police relations across three states and how community voices can help inform policy and criminal justice reform
SCRA
Symposium
9:00 to 10:15 am
Vanier Hall: VNR 1075

The issues of police brutality, disproportionate representation of minority populations in the criminal justice system, and the relationship between communities, schools and police have become salient topics of national debate. Research indicates that national policies and unjust policing practices criminalize scores of African-American and Latino youth and adults, demonstrating that criminal justice reform is imperative (Rocque, 2011). Additionally, research on the school-to-prison pipeline--the concept that practices and policies in schools can lead to the overrepresentation of African-American and Latino populations in prison--underscores the importance of including schools in criminal justice reform (Nicholson-Crotty et al. 2009). Yet, national debate about criminal justice reform rarely includes the voices of community stakeholders, such as grassroots organizers, youth, and school officials. The proposed symposium addresses the need for additional community-based research focused on criminal justice reform through three research projects conducted in communities in the states of Illinois, Tennessee, and Maryland. The first presentation will examine organizing efforts in Chicago centered on police accountability and reducing disproportionate minority contact within the justice system. Social network data will illustrate the ways in which organizational efforts have converged within a network of grassroots organizers and community-based practitioners. The second presentation focuses on the implementation and function of school resource officers in high performing elementary schools in Tennessee. Data for this study come from multiple stakeholder groups and employ multiple methods, including interviews, focus groups, and surveys. The final presentation examines Baltimore City high school students' perspectives--obtained through focus groups--on their experiences, interactions and relationships with the School Police Force. The findings increase our understanding of the nature of student-police relationships, student safety and school climate. Collectively, the perspectives of community members and youth can inform key stakeholders and policymakers about criminal justice reform, including the roles, behaviors, and training of school and community police officers. References Rocque, M. (2011). Racial disparities in the criminal justice system and perceptions of legitimacy a theoretical linkage. Race and Justice, 1, 292-315. doi: 10.1177/2153368711409758. Nicholson-Crotty, S., Birchmeier, Z., & Valentine, D. (2009). Exploring the impact of school discipline on racial disproportion in the juvenile justice system. Social Science Quarterly, 90, 1003-1018. doi:10.1111/j.1540-6237.2009.00674.x

Participants:
Policy Change Networks and Progressive Justice Reform: Using Social Network Analysis to Understand Coalition Success in Chicago Daniel Cooper, Adler School of Professional Psychology; Brian Christens, University of Wisconsin-Madison

This presentation will provide a case study of organizing efforts around police accountability and justice system reform in Chicago. The "Right on Justice" coalition is a citywide effort aimed at developing a shared organizing platform around progressive reforms. Originally formed in 2013, the coalition has sought to build a shared approach to policy advocacy that addresses the ecology of disproportionate justice system representation, including school discipline policy, policing practices, sentencing, and reentry policies. With the release of the Laquan McDonald shooting video in 2015, much of the organizing has shifted to police accountability. This presentation highlights the organizing landscape around justice reform in Chicago and how it has evolved over the last several years. Social network analysis is used to analyze the degree to which the coalition has shifted and converged over time. We present data about illustrating the ways in which the coalition moved toward a shared understanding of the drivers of racial injustice, as well as the best approaches to addressing them. We also discuss how the coalition's organizing and policy efforts have shifted as a result of external events, such as the McDonald video, funder influence, and organizational relationships. We finish with a discussion of the role of the researcher as participant, and how social network analysis can be used as a tool to further strengthen organizing coalitions.

The Expansion of Police Presence in Elementary Schools Benjamin Fisher, Vanderbilt University; F. Chris Curran, University of Maryland, Baltimore County (UMBC); Samantha Viano, Vanderbilt University, Peabody College

Ever since the period of high juvenile crime rates in the 1990's, school safety has been an issue of national importance for parents, practitioners, and policymakers alike. One particularly common and expensive intervention that is intended to promote school safety is the placement of police officers in schools. In particular, school resource officers (SROs) have become increasingly common, with millions of dollars devoted every year to keeping SROs in schools. SROs are different from other police officers in that they are assigned to a particular school or district and are responsible for teaching and informally counseling students in addition to their law enforcement duties. Much of the extant research on SROs is situated within secondary schools and in high-crime urban schools and districts. As such, little is known about SROs in elementary schools or in low-crime suburban settings. This presentation focuses on the implementation and function of SROs in a high performing, affluent, medium-sized school district in the south that has implemented SROs in every school in the district, including every elementary school. Data for this study come from multiple stakeholder groups (county sheriff, SROs, school board members, principals, teachers, parents, and students) using multiple data collection techniques (interviews, focus groups, surveys, activity logs, document analysis). This presentation will focus primarily on two research questions: (1) why and how were SROs implemented in the district, particularly in the elementary schools? (2) What are the roles and responsibilities of the SROs in the schools? For each question, we focus in particular on converging and diverging perspectives across stakeholder groups and the role of context at multiple ecological levels. The findings will be of interest to practitioners in schools, researchers from a variety of related fields (education, criminal justice, public policy), and policymakers who are involved in issues pertaining to school safety.

"It All Comes Down to Communication": High School Students' Perceptions of the Baltimore City School Police Force Lindsay

Emery, University of Maryland-Baltimore County; Patricia Esparza, University of Maryland-Baltimore County; Surbhi Godsay, University of Maryland-Baltimore County; Veronica Hamilton, University of Maryland, Baltimore County (UMBC); Jennifer Hosler, University of Maryland-Baltimore County; Tiffany Beason, University of Maryland, Baltimore County (UMBC); Natasha Link, University of Maryland, Baltimore County (UMBC); Taylor Marie Darden, University of Maryland, Baltimore County; Loren Henderson, University of Maryland, Baltimore County; Kenneth Maton, University of Maryland-Baltimore County

For the past several years, the roles and responsibilities of police inside and outside of the Baltimore City Public Schools have been a topic of debate. Events like the 2015 death of Freddie Gray, Maryland legislative discussions about whether Baltimore City School Police Force should carry service weapons in schools, and sweeping changes to how the Baltimore City School Police Force operates have reignited these debates. Although adult community members, such as parents and teachers, have provided input on these discussions, student voice on these policy issues has been largely missing from the conversation. The present research addresses this gap by examining student perspectives on the roles, interactions, and relationships with the Baltimore City School Police Force, how relations may differ between schools where officers do or do not carry firearms, the contextual influence of school climate, and how student's perspectives of police officers in the larger local community influence perceptions in schools (and vice versa).   The research team conducted 15 focus groups with Baltimore City High School students on these topics between April and December of 2016. Overall, students displayed a range of perspectives and experiences with school police officers, noting that communication between police and members of the school community is key in making improvements to these relationships. The findings will help increase understanding of the numerous factors that influence student perceptions of school police, including the impact of school police possession of a service weapon on student safety and school climate. It will also highlight the ways in which student-police relations may be improved from a youth perspective. In collaboration with community partners, the goals of this project are to inform best practices for professional development activities for the Baltimore City School Police Force, and, through partnering with advocacy and community-based organizations, to inform future policy development related to social change and student and community well-being.* *Note: This project is funded by the SCRA Public Policy Mini Grant (2015)

Session Organizer:
> Lindsay Emery, University of Maryland-Baltimore County

Moderator:
> Kenneth Maton, University of Maryland-Baltimore County

Discussant:
> Maury Nation, Vanderbilt University

232. Inequality and Community Integration - Issues and Evidence
SCRA
Symposium
9:00 to 10:15 am
Vanier Hall: VNR 1095

The objective of this symposium is to facilitate a critical consideration of the issues that attend community integration across diverse, marginalized populations and contexts. At present, dialogue about community, community integration, and the resources therein is increasingly prevalent in policy and service forums internationally. There is considerable risk in the disconnect between research in this area and the use of these very broad constructs to make decisions about resources and objectives from individual clinical to systemic levels. Accordingly, this symposium presents research into four distinct populations which illustrate diverse forms of inequality, pathways to community integration, and issues that attend community integration. The common theme is intersections - those involving discriminatory experience, self-concept, and resilience as they connect with community and service resources. Presentations include: (i) A study of the social, cultural, and spiritual aspects of community integration and exclusion experienced by South Asian individuals with schizophrenia. (2) A study of the intersecting discrimination faced by LGBTQ individuals with severe mental illness diagnoses and their efforts to build and access supportive communities. This study is presented alongside a short film generated by study participants using participatory action methods. (3) A study of pathways into emergency psychiatric care for individuals with psychosis, examining the role of ethnicity and neighbourhood factors. (4) A study that explored the health needs and health service use among recent Syrian refugees who have resettled in Toronto. The discussant will close by synthesizing the common themes across these presentations. He will invite the audience to consider, across research, practice, and advocacy domains, how this discourse needs to evolve to become more meaningful and relevant in the lives of marginalized individuals and their communities.

Participants:
> The intersection of severe mental illness, culture and community: a focus on people of South Asian origin Gursharan Virdee, Toronto Centre for Addiction and Mental Health

Globally, level of community integration is considered an important component of wellbeing, resulting in a concerted effort to address the exclusion of specific marginalized communities. Two communities that have been omitted from the community integration literature are people with a severe mental illness and immigrant, racial and ethnic minority communities. In this presentation, I will describe our study that explored the meaning of community at the intersection of severe mental illness and ethnic identity. Over the course of ten months we worked with seven people of South Asian origin with a diagnosis of psychosis or schizophrenia and nineteen service providers and community members. Using a grounded theory approach, 5 major themes were revealed i) forces of collectivist community; ii) religious and supernatural conceptualizations of schizophrenia; iii) cultivating identity and belonging; iv) points of exclusion; and v) points of inclusion. The study findings have wide and varying implications for social and mental health policy and practice. Participant narratives provide insight into the multiple systems and structures that influence wellbeing, identity, self-concept and use of social and service space. The way we conceptualize community integration for racial and ethnic communities must consider experiences of collectivism, current and historical settlement processes, gender roles and expectation, and culture specific beliefs about wellbeing.

> The Role of Ethnicity in Pathways to Emergency Psychiatric Services for Clients with Psychosis Marty Rotenberg, University of Toronto Department of Psychiatry

Accessing care during an emergency is an important entry point into the mental health system and negative pathways to care have repercussions on outcomes and future service engagement. Canadian and international studies report differences in pathways to care for immigrant compared to non-immigrant groups. However, a recent Ontario study demonstrates that pathways to first episode care were different in two cities; raising the

question whether community and neighbourhood factors play a role in how individuals access care. This study aimed to examine the role of ethnicity, socio-demographic, and neighborhood factors in pathways to emergency mental healthcare for clients with psychosis in Toronto, Ontario. A retrospective chart review of self-assigned East-Asian, South-Asian, Black-African, Black-Caribbean, White-European, and White-North American origin clients presenting with psychosis to a psychiatric emergency department in Toronto was conducted. Regression models were constructed to examine the relationship between presentation by police, ambulance, crisis team, and accompaniment by family and/or friends with individual factors and neighbourhood level poverty, ethnic density and residential instability. In contrast to previous studies on this issue, East-Asian and South-Asian clients with psychosis were found to have increased odds of experiencing a coercive pathway to care during times of crisis. The concentration of immigrants and individuals who identify as being part of a visible minority in a neighbourhood may serve as a supportive factor that is associated with family and friend accompaniment during crises. Clients living in areas with high levels of residential instability are more likely to encounter a negative pathway to care. An argument may be made for increased deployment of services in such areas to reduce inequity and improve outcomes, particular when individual level discriminatory experiences and community marginalization may intersect.

> Reimagining inclusion: Community participation amongst lesbian, gay, bisexual, queer, and trans people with a diagnosis of schizophrenia or bipolar disorder Meg Howison, York University; Merrick Pilling, Toronto Centre for Addiction and Mental Health

In this presentation we discuss the qualitative findings from a mixed method longitudinal study with 16 lesbian, gay, bisexual, queer, and trans (LGBQT) people with a diagnosis of schizophrenia or bipolar disorder. This study explored participants' everyday life experiences to better determine the beliefs, behaviours, experiences, people, and spaces that constitute 'community' for LGBQT people with these diagnoses. The concept of 'community participation' is particularly relevant to LGBQT populations given the functions of community for marginalized people as a source of empowerment, support, and solidarity. Findings indicate that the participants faced barriers to accessing support and creating social networks due to the lack of intersectional inclusion in various contexts, including LGBQT communities and mental health/mad communities. Research findings are presented alongside a short animated film created with study participants about their experiences in mental health/mad and LGBQT communities. The film focusses on the knowledge, skills and insight offered by the participants, in order to highlight the importance of centring the voices of people with lived experience in creating systemic change in improving access to services and community spaces.

> Health Needs and Service Use of Newly Arrived Syrian Refugees in Toronto Branka Agic, Toronto Centre for Addiction and Mental Health

To date, Canada has welcomed 30,275 Syrian refugees. It is well known that refugees have unique health needs that are different from the general Canadian population. Before and during the migration journey, many refugees experience hardships and traumatic life events including conflict-related violence, family loss, injuries and poor nutrition that put them at risk for physical and mental health problems. Evidence shows however, that during the resettlement period refugees experience multiple barriers in accessing health care services. The high volume of Syrian refugees arriving in a short period of time created a unique opportunity to connect,

engage and build relationships with this new and growing community, to identify population specific needs and to evaluate service response. This session will present the findings of the first study that explored health needs and health service use among recently arrived Syrian refugees in Toronto and examined differences in the health and service use at baseline of government-assisted refugees (GARs) and privately sponsored refugees (PSRs).

> Session Organizer:
> Sean Kidd, University of Toronto
> Moderator:
> Sean Kidd, University of Toronto
> Discussant:
> Kwame McKenzie, University of Toronto Department of Psychiatry; CEO, Wellesley Institute

233. Understanding and Navigating Diversity in School Settings
SCRA
Symposium
9:00 to 10:15 am
Vanier Hall: VNR 2075

Schools are powerful settings for shaping an individual's understanding of diversity, often through providing a setting in which students and teachers of different racial, ethnic, religious, national, or socioeconomic backgrounds and of different gender and sexual identities come together for the purpose of learning. In some settings, much of this learning, either explicit or incidental, may be about the diversity of the setting. Along with the rich diversity of an academic setting, however, comes misunderstanding, prejudice, and discrimination. What processes are occurring in schools as students and teachers navigate such diversity? How do students, teachers, and programs attempt to educate themselves and others in an effort to forestall the biases that all too often co-occur with diverse populations? This symposium explores these questions from a variety of perspectives. We work with high school students to explore their own biases; first-generation college students to see what supports universities provide and what barriers they still face; and Muslim teachers to understand their perspectives on religion in the classroom and in the public sphere—including how they answer questions from students and colleagues. Our work includes two qualitative studies and a collaborative intervention designed to reduce bullying of LGBTQ2+ youth, in two different settings: New York and New Zealand.

> Participants:
> Muslim Women Teachers' Experiences in Training and Teaching LaRue Allen, New York University; Tess Yanisch, New York University

The purpose of our study is to better understand the motivations underlying Muslim women's choice in pursuing a career in teaching, their perception of civic engagement, and its presence or role in their schools and classrooms. We are exploring how family, religious, and educational factors have influenced their choices, as well as co-occurring civic values such as community involvement, volunteering, and their political priorities. Eighteen Muslim women, a mix of current and retired teachers and those in Masters of Education programs, participated in one- to two-hour-long interviews about their careers and civic engagement. These women were diverse in terms of family background (some were immigrants or children of immigrants from different countries); age; and religiosity (some wore hijabs; one described herself as "not religious but culturally Muslim"), and taught a

wide range of ages. The interviews covered a range of subjects, including why they were drawn to teaching, their training, and the influence of family and their own experiences in schools; their perspectives on their school's role in student civic engagement; and their thoughts on the role of religion in school and in public. Because teachers influence their students, exploring teachers' own civic values and opinions on the role of religion in the public sphere, allows us to understand the values they pass along and the barriers they see to this process. Further, we explore themes in how these women navigate their roles as teachers from a religious (and, for some, an ethnic and cultural) minority--informally educating both students and peers. Their experiences shed light on teaching as a form of civic engagement and the role of religion in civic engagement, but also on the strength of those practicing community and civic engagement as a part of daily life.

> First-generation college student perspectives on support programs and pathways to success Ashlee Lien, SUNY Old Westbury; Alicia Fyne, SUNY Old Westbury; Ramatoulaye Jalloh, SUNY Old Westbury

First-generation college students (FGCS) make up approximately 32% of the college student population in the United States (US Department of Education, 2012). As a group, FGCS disproportionately consists of underrepresented populations, including students of color and students from low-income families (Engle, 2007; EAB, 2016). Many challenges face this population of students compared to their peers, including: lack of knowledge about cost to attend college, lower academic preparation at college entry, (Choy, 2001), and increased tendency to work and commute during college (Saenz et al., 2007). These and many other challenges contribute to lower retention rates and six-year graduation rates for FGCS (EAB, 2016)—both indicators of success for colleges and universities. What is often missing from this picture, however, are the many strengths of FGCS and suggestions for colleges and universities to draw upon the strengths to promote student success. Institutions of higher learning are faced with the unique opportunity to ensure that all students enter college with the same opportunity to succeed. In order to do this, they must create an atmosphere that levels the playing field by providing FGCS with the resources required to have meaningful educational experiences and obtain a degree. The present study explores student perceptions of academic support, barriers, and potential pathways to success for FGCS. Themes and lessons learned will be discussed based on interviews with 12 FGCS at SUNY Old Westbury, a liberal arts college that is consistently ranked among the highest in campus ethnic diversity by US News & World Report. In addition to student experiences, trends will be identified to present suggested pathways for success. The presentation will address student interaction with existing academic and co-curricular programs, personal connections, financial need, and suggested approaches to meet FGCS' unique strengths and challenges.

> Collaborating, Innovating, and Researching within Community to Support Schools to Uphold LGBTQ2+ Human Rights John Fenaughty, University of Auckland

This presentation details the production and evaluation of a set of creative learning resources aimed at addressing heteronormative and cisnormative bullying and harassment. Young people in New Zealand who identified as same- or both-sex attracted, or had a diverse gender identity, were between 2.8x and 4.5x more likely to report weekly bullying than other students (Lucassen et al., 2015). These statistics prevail despite a school curriculum and a policy environment that ostensibly supports all students' safety and belonging. Looking to disrupt this, the author invited a local queer and trans* youth organisation and a communications agency to collaborate on producing free and effective learning resources for schools. Utilising aspects of a co-design process, over a hundred young people, educators, and professionals were consulted, and collaborated with, to establish the requirements, look and feel, and format of the resources. The collaboration led to the production of six short videos, lesson resources, and a pedagogy guide. The insights and experiences of the queer and trans* youth organisation emphasised narrative as a key pedagogical tool. The author's interface with anti-bias education supported the use of a norm-challenging pedagogy, which drew on a queer theory that emphasised "...counteracting dominant discourses" (De Laurentis, 1991, p. iii). Focus groups with students aged 10-19 years, and interviews with educators who used the resources, supported these two approaches in fostering inclusion and support for sex, gender, and sexuality diversity. The findings indicate that young people are interested in deconstructing oppressive social norms, identifying prejudice, and fostering critical thinking about identity and inclusion. Young people appreciated hearing stories from people with diverse sex, gender, and sexuality identities. The interviews demonstrate that a norm-challenging pedagogical approach can also foster broader recognition of oppressive norms that operate in society.

> Session Organizer:
>   Tess Yanisch, New York University
> Moderator:
>   Tess Yanisch, New York University

234. Faith and development: Exploring the role of religion in community psychology and of community psychology in understanding religious life
SCRA
Symposium
10:30 to 11:45 am
Social Sciences Building: FSS 10003

Faith, religion, and spirituality are long-standing components of communities, community development, and organizing. From the Social Gospel of the 1800s to the Civil Rights marches in the mid-1900s to Saul Alinsky's Rules for Radicals in 1971 and liberation theology in Latin America, religion has been an integral part of community service provision, social justice efforts, and community development. Since the Bush initiatives of 2000, which provided religious organizations with access to federal funding for social services, faith-based institutions have become even more integral components of communities. However, the prominent role of religion in communities and social movements is often overlooked by community psychology. In 2000 and 2001, special issues of the Journal of Community Psychology called on the field to more carefully attend to the role of faith and spirituality within communities and the American Journal of Community Psychology has paid increasing attention to religious beliefs, participation, and congregations. This session considers how understandings of community shape congregations and pastoral practices, as well as diverse ways that religion, faith, and spirituality play a role in community development and organizing. Hosler draws on participant observation and interviews to examine how community psychology can be utilized as a pastoral practice to foster sense of community and disrupt negative perceptions. Todd, Blevins, and Yi employ social network analysis to consider how religious congregations are sites for developing communal connections, demonstrating how SNA can provide substantive and nuanced data of religious congregations. Eccleston and Perkins assess the Christian Community Development Association to consider how five principles of community psychology (sense of community, neighboring, empowerment,

citizen participation, and place-attachment) are evident within faith-based community development. Speer applies a community psychology lens to congregation-based community organizing with particular attention to the PICO national network.

Participants:

Pastoral action research: Promoting a strengths-based understanding of urban churches Jennifer Hosler, University of Maryland-Baltimore County

What does it mean to be a community psychologist and a pastor? For me, it has meant that community psychology shapes my understanding of the pastoral role: pastor as community organizer, pastor as capacity builder, pastor as educator and consciousness raiser. As a denominational leader, community psychology has provided both a strengths-based lens for Christian ministry and an impetus for a denominationally-funded research project. This project, entitled Stories from the Cities, sought to promote a sense of community and awareness amongst churches that, at times, felt marginalized by the denomination. Embedded in a denominational context as both a person in Christian ministry and a community psychologist, it was evident that the predominantly-white, rural and suburban denomination could benefit from reframing its sometimes deficit-based understanding of its urban churches (often multiethnic and challenged with issues of urban poverty and tight finances for ministry). As a community psychologist and pastor, I used participant observation and interviews to promote a strengths-based understanding of seven urban churches within a predominantly-rural/suburban Christian denomination. This occurred by exploring each congregation's perceived strengths and by highlighting these strengths alongside concurrent challenges in accessible articles in a denominational magazine. The project also explored sense of community within each congregation and aimed to promote intra-denominational sense of community, increasing awareness of and among urban congregations. Within this project, my role as an urban pastor provided a specific insider connection. My role as an outsider was ever present (at times context, location, gender, ethnicity, education, or language), but often overridden to some degree by the denominational sense of community that linked me as a fellow church member and "sister" in the faith.

Application of social network methods to understand community within a religious congregation Nathan Todd, University of Illinois at Urbana-Champaign; Emily Blevins, University of Illinois at Urbana-Champaign; Jacqueline Yi, University of Illinois Urbana-Champaign

Religious congregations serve as communities where people create relationships, pursue the sacred, and work for community betterment and social change (e.g., Kloos & Moore, 2000; Pargament, 2008). In this presentation we focus on the religious congregation itself as a site for the development of community and relationships. Following a recent emphasis in the literature to use relational methods (e.g., Neal & Christens, 2014), we use social network analysis to understand patterns of relational connections within a congregation. Specifically, we use whole social network analysis data from 50 members of a small (weekly attendance was approximately 85) Mainline Protestant Christian congregation located in a mid-sized Midwestern community. We collected both friendship and spiritual support social networks, along with individual demographics, sense of community, and participation in other congregational programs and activities. In this presentation we demonstrate how social network methods can be applied to understand patterns of relationships within the congregational community. In particular, we focus on the interplay between one's place in the network regarding number of links and centrality with one's overall sense of community and involvement in other congregational activities. We then present exponential random graph models to examine how individual characteristics such as age, gender, political identification, and religious beliefs predict friendship and spiritual support connections. Finally, we use the friendship and spiritual support networks to examine positions and roles in the network. Overall, the presentation demonstrates the use of social network methods to better understand the nuances of community within a religious congregation.

The role of religion in community development: A community psychology perspective Sara M. Perisho Eccleston, Vanderbilt University; Douglas Perkins, Vanderbilt University

Research and action in applied religion, community development, and community psychology often overlap in theory and practice, but community psychology studies often pay more attention to the problem or behavior change than to the religious motivations or contexts involved or broader goals of community development. Drawing on community psychology literature, we examine how five major principles of community psychology—sense of community, neighboring, empowerment, citizen participation, and place-attachment—are relevant to faith-based community development. In the past decade, community psychology has begun attending to the role of spirituality and religion in communities, most notably through 2000 and 2001 special issues of the Journal of Community Psychology and a series of articles by Todd and others from 2011-2014 in the American Journal of Community Psychology. We extend this conversation by asking: 1) How do faith-based community development organizations rely on community psychology principles in both theory and practice? 2) What community psychology principles are not utilized by faith-based community development? To answer these questions, we employ a case study analysis of the Christian Community Development Association (CCDA), a national network of organizations, churches, and individuals. Results are still pending, but we anticipate the following: all five principles are found within CCDA theory and practice, but in varying degrees; CCDA primarily focuses on the individual-level impact of these principles, but occasionally considers the meso- and exo-system, or community level; CCDA articulates religious motivation and justification for each principle; and CCDA's empowerment practices have limited impact and may benefit from greater awareness and application of empowerment theory and research from community psychology and sociology.

Interpreting community organizing through a community psychology lens Paul Speer, Vanderbilt University

Community organizing is a critical tool for stimulating democratic participation within the US. For the field of community organizing, there has been substantial change over the last decade. The demise of ACORN (once the largest community organizing group in the US) under right-wing attack, the merger of several major organizing groups (NPA, US Action, Alliance for a Just Society), the growth and evolution of congregation-based models of organizing, and the electoral success of the Obama campaign's use of organizing strategies all represent examples of critical changes over the last decade. Relatedly, expansive use of organizing strategies in recent social movement efforts (including Occupy, the Tea Party, and Black Lives Matter) represents another aspect of dynamism in the organizing field. The expansion in community organizing's scale and the new dynamism of its strategies has not been accompanied by a growth in engaged research about these processes. Although there has been important research about organizing, this scholarship has not kept pace with the growth in organizing's scale and ambition, nor with changes to its approaches, philosophies and

strategies. This lack is all the more glaring against the backdrop of growing concern about the vibrancy and future of participatory democracy in the United States, and worldwide. This presentation will not cover the breadth of organizing approaches that are emerging today, but will instead work to develop a description of one organizing approach, represented by the PICO National Network, in relation to community psychology scholarship and theory. The focus will be on presenting data from organizing efforts and describing these efforts through the lens of community psychology theory. Such an analysis can support how the field of community psychology thinks about organizing, and hopefully stimulate new collaborations between our field and the emergence of new and diverse organizing approaches.

Session Organizer:
    Sara e, Vanderbilt University
Discussant:
    Kenneth Maton, University of Maryland-Baltimore County

235. Involving Students in Civic Engagement: Creating Community/University Partnerships
    Global Alliance for Behavioral Health and Social Justice
    Roundtable Discussion
10:30 to 11:45 am
Social Sciences Building: FSS 1005

Community engagement requires planning and collaboration on the part of the university and the community agency. It also requires an activity that challenges students to acquire new knowledge and skills and, involves participation with a segment of the community they might otherwise not be involved.   Community engagement projects provide students an opportunity to enhance their communication skills, their understanding of partnerships and consultation, and connects the theoretical framework of their education with the reality of people's lives. This roundtable discussion is designed to share examples of successful community engagement activities and ways of engaging students in the community in ways that produce lasting effects. Three facilitators will lead the discussion by providing an example of a community engagement project in Anchorage, Alaska, that involved a bachelor's level class and a senior center in the community. This project gave students an opportunity to make program evaluation "come alive" in an organization, to engage with the community in a different way, to address multicultural issues and to look at prevention of "ageism."   The facilitators will share some of the issues that had to be addressed to make this a successful project and one where all would benefit, the students, the Senior Center, and the Department of Human Services. Discussion questions will include: • What are some of the barriers that must be addressed at the preparation stage? • What are the key steps within the project? • How are students introduced to a theoretical framework for the project? • How can a community engagement project be successful if it must be completed in only one semester? • What do students see as the benefit of such a project? • How does such a project ensure that there will be opportunities for a diversity of voices to be heard on issues that matter to the client agency? • What are the reciprocal benefits for the community and the students?

Session Organizers:
    Yvonne Marie Chase, University faculty
    Jo Ann Bartley, University faculty
    Lynn Paterna, University faculty
Discussants:
    Yvonne Marie Chase, University faculty

    Jo Ann Bartley, University faculty
    Lynn Paterna, University faculty
    Gary Melton, University of Colorado School of Medicine

236. Participatory Mosaic Art for Community Transformation
    SCRA
    «The Innovative Other»
10:30 to 11:45 am
Social Sciences Building: FSS 1006

Since 2001, Artist/Educator/Community Arts Activist, Karen Silton has been developing participatory community arts projects in Los Angeles, exemplified by an organic process of relational trust building from the inside out, resulting in a rippling out effect that strengthens, empowers and helps build community identity. She has initiated unique community partnerships that include Comunidad Cesar Chavez, LA Family Housing's emergency family shelter in Boyle Heights. A thirty foot mosaic mural was created and installed there that included over 100 tiles made by homeless families who transitioned through the shelter from 2008-2010. This initial project led her to being hired by institutions such as The Getty and Westfield Corp. Using a similar organic process in her local Canoga Park community helped to create a partnership between Westfield Corp and The Boys and Girls Club of the West Valley. Westfield, an Australian based real estate corporation, specializes in high end community revitalization through renovating and transforming shopping malls into lifestyle environments with eateries and retail establishments.The initial project of this ongoing three way partnership between Westfield, The Boys and Girls Club of the West Valley and Mosaicmorphosis involved over 100 vulnerable youth that created mosaics for exterior concrete benches installed at a newly renovated Westfield Mall in Canoga Park. The presentation will share implementation and related data from these projects including challenges and successes in the partnerships as they relate to core community psychology principles. Also it will be accompanied by photos and video.

Presenter:
    karen r silton, artist
Session Organizer:
    karen r silton, artist
Moderator:
    karen r silton, artist

237. Using Community Psychology to Understand Student Mental Health Challenges and find Effective Interventions
    SCRA
    Symposium
10:30 to 11:45 am
Social Sciences Building: FSS 1030

Schools are an important ecological system in the lives of adolescents and emerging adults, posing unique challenges for mental health and unique opportunities for mental health promotion. This symposium will examine a variety of ways in which community psychology is being used to better understand and improve student mental health in Italy, Canada and the United States. First, Patrizia Meringolo will share findings from a mixed method study on the problem of self-stigma and perceived public-stigma in regard to mental health problems in a population of high school students and university students in Florence Italy, and how this too often deters young people from seeking professional help. Next, Heather Schmidt will discuss the results of 2 studies conducted at a small undergraduate university in Nova Scotia, Canada: An initial interview study which

investigated barriers that prevent students from accessing mental health services as well as potential solutions voiced by the students, and a second study focus group study from the following year assessing the effectiveness of two on-campus mental health campaigns: "My Definition" (decreasing stigma) and "Aspiria" online mental health services. Continuing on the topic of evaluating student experiences of mental health campaigns and interventions, Jacqueline Larson will discuss an interview study about North Carolina college students' experiences with a student-led campus chapter of a national mental health organization. Then, Andrew Case explores the particular mental health challenges experienced by African American college students and the effectiveness of a Black Cultural Center on-campus in terms of helping students to mitigate these challenges at a post-secondary institution in the American Midwest. Audience members will be invited to share their own experiences of what works and does not work with regard to student-focused mental health campaigns and services.

Participants:

> Students' Mental Health: Perceived Stigma Patrizia Meringolo, Department of Education and Psychology, University of Florence ITALY; Nicolina Bosco, University of Florence; Andrea Guazzini, Department of Education and Psychology University of Florence; Marah Dolfi, Department of Education and Psychology University of Florence; Susanna Giaccherini, Public Mental Health Service, ASL-Local Health Authority 11

Our research arises from cooperation between Department of Education and Psychology and a Public Mental Health Service in the Florence Area, aimed to explore mental health difficulties in adolescence, and particularly how self-stigma may be a perceived barrier between young people with psychological difficulties and existing mental health services, even if planned for them. Attitudes towards mental health and negative perception of mental health services, in fact, may prevent young people seeking help and accessing to professionals' help. Methods, participants and instruments. First, we administered Italian version of Self-Stigma of Seeking Help Scale (Vogel, Wade and Haake, 2006) to 151 high school students (female 44%) and to a group of university students (25, female 80%). Results showed two factors structure of the Scale in Italian participants, the first one related to positive perception of seeking help and the second one focused on threat in case of turning to professionals help. Second, a qualitative research has been carried out by means of focus groups with the same participants. Content analysis showed the importance of trust in local mental health service for the first factor, and fears of both self-stigma and public stigma for the second one. In the latter the main emerging contents have been the worry of low reputation in the peer group, the discrimination and the fear of loneliness. Conclusion. The transformative impact will consist in the creation of an instrument (the Italian version of the Scale) to further deepen this issue, discussing the meaning of it with university students attending psychological classes in community Psychology. Another important impact will be to obtain elements for better planning youth services in the local community, as in the purposes of Public Mental Health Service working with us.

> Understanding Barriers that Prevent Post-secondary Students from Accessing Mental Health Services and An Evaluation of Two On-Campus Mental Health Campaigns Heather Schmidt, Cape Breton University; Tess Carrigan, Dalhousie University; Mark Taylor Vickers, Mount Saint Vincent University

Post-secondary students report experiencing mental health problems twice as often as their same-aged peers who are not enrolled in school

(Heck, et al., 2014). A 2013 report by the Canadian Association of College and University Students found that 58% reported feeling overwhelming anxiety, and 40% had experienced feeling so depressed that it was difficult to function. Further complicating matters, less than half of students who experience problems typically seek assistance. To investigate, two studies were conducted: First, semi-structured interviews were conducted with 18 CBU students about their perceptions of student mental health, and local mental health services. Several barriers to services emerged which included fear of stigma from professors and peers, lack of time to access services, lack of knowledge about mental health, lack of awareness about what services were available, and perception of services as inaccessible. On a more positive note, participants expressed an optimistic desire to change the on-campus environment with prevention programs. Following this, CBU launched 2 mental health campaigns: (1) "My Definition" in which current students and faculty serve as spokespeople on posters with the tag-line "mental health is a part of me but it does not define me", and (2) "Aspiria": an online mental health service. After several months, focus groups were conducted with 30 students to evaluate the campaigns' effectiveness. Although launched simultaneously, only one campaign had registered with students: My Definition's use of familiar faces was deemed to be eye-catching, powerful and good at starting conversations about mental health, however it was not perceived as helping students to access mental health services. Students described Aspira promotion as ineffective, poorly-designed and hard to notice. Most students were unaware of the service until asked about it in the focus groups, however, commented that it seemed like it had the potential to be very useful.

> College Student Mental Health Groups: What Do We know and How Can Community Psychology Contribute? Jacqueline Larson, University of North Carolina at Charlotte; Ryan Kilmer, University of North Carolina at Charlotte; James Cook, University of North Carolina at Charlotte

Research indicates that increasing numbers of college students experience mental health problems, which presents challenges to students, families, and universities (Blanco et al., 2008). As one response, student mental health groups – often student-led campus chapters of national organizations (e.g. Active Minds, To Write Love on Her Arms) – have emerged. While evidence exists regarding the relationship between campus engagement and mental health (Salzar, 2012), research is fairly limited regarding the role that student mental health groups might play in supporting mental health on campuses. As one step towards greater understanding in this area, qualitative data from a case study of one student mental health group will be shared. Semi-structured interviews (N = 9) were conducted with students who participated or expressed interest in the group, as well as a faculty stakeholder. Interviews were transcribed and analyzed via iterative, constant comparative analysis. Findings illustrated that group was meaningful and beneficial for longtime members, but faced significant challenges in sustaining itself as a result of stigma, confusion regarding the chapter's purpose (e.g., campus and national rules permitting chapters to be supportive groups, but not "support groups"), limited student engagement, and founding leaders' departures. Implications and questions arising from that case study will be considered within the context of what is known about student mental health groups, focusing on lessons learned or issues that may hold relevance to such groups more broadly. As one example, it seems that national-level organizers of student groups could benefit from engaging their student stakeholders to define what such groups should be (e.g., identify the parameters of their mission and scope) in order to promote

students' recovery and empowerment. The presentation will conclude with a discussion of next steps for research and action, including how student mental health groups might benefit from incorporating Community Psychology values and practices.

> Examining a Black Cultural Center as a Counterspace for African American College Students: A Critical Ethnography Andrew Case, University of North Carolina at Charlotte

Experiences of racism on college campuses can have deleterious effects on the psychological functioning of African American students. Participation in counterspaces—settings that affirm one's marginalized identity—may help to mitigate these effects. One institution-sponsored setting that has been theorized to be a counterspace is Black cultural centers (BCC). Yet, the extant research has not revealed how this type of setting functions as a counterspace. The present inquiry, informed by Case and Hunter's (2012) Counterspaces framework, examined a BCC on a large predominantly White institution (PWI) in the Midwest. Observations, interviews, and focus groups were conducted over nine months with 26 students and staff with varying involvement with the BCC. Data were analyzed using a modified grounded theory approach, and inference quality was ensured through reflexive practices, multiplism, and member checks. Findings revealed that students in this study experienced "placelessness," or a sense of not belonging to the institution due to experiences of social and spatial racial marginalization. Involvement in the BCC counteracted the experience of placelessness by creating a "home away from home" for members. Further, relational transactions among students and staff helped students to: (a) navigate the vicissitudes of college life, (b) connect with resources critical to their academic progression, and (c) ameliorate the distress associated with their marginalization. This presentation describes these findings in detail, highlighting the social processes and setting features that undergirded the BCC's function as a counterspace. It also discusses implications of these findings for future research and university policy on BCCs.

> Session Organizer:
> Heather Schmidt, Cape Breton University

> Moderator:
> Heather Schmidt, Cape Breton University

238. The Power of Connections: Using Social Networks to Explore and Foster Meaningful Change
SCRA
Symposium
10:30 to 11:45 am
Social Sciences Building: FSS 14001

Social ties are the backbone for fostering the well-being of individuals, social groups, schools, communities, and larger systems (Neal & Christens, 2014). Consistent with the theme of this conference, these presentations highlight how social networks are key to understanding and addressing complex social issues. In addition, social networks can be utilized to identify critical leverage points and systemic patterns that guide transformative and meaningful change efforts at the intersections of the individual, relational and collective levels (Gesell, Bess, & Barkin, 2012; Kornbluh & Neal, 2016; Nowell, 2009). The following presentations highlight the diverse array of social issues and phenomenon that social networks can be applied to in both examining, and informing complex social issues. Presentations include: 1) examining the online communication styles of high school students engaged in social justice efforts, 2) informing system-level organizational learning between providers, practitioners, and stakeholders to inform

programmatic development and service delivery for at-risk middle school students, and 3) exploring the different patterns in network structure, utilization, and strategies among community-based organizations engaged in natural resource-based economic development within rural communities. As social networks become a vastly expanding paradigm and research methodology within the field of community psychology, these presentations reflect the current momentum of the field. They highlight innovative research designs and levels of analysis including participatory mapping, longitudinal tracking, simulations, and the exploration of social ties and structures at the individual, dyadic and collective levels.

> Participants:

> The New Frontier of Organizing: Exploring Communication of Youth Engaging in Online Social Justice Efforts Mariah Kornbluh, California State University, Chico; Sherry Bell, Chico State University, Chico

From the Baltimore and Ferguson riots of 2015 (#blacklivesmatter), to the presidential campaigns of Barak Obama and Bernie Sanders, to organizing around indigenous water rights (#idlenomore), now more than ever before social media is playing a critical role in social organizing efforts on an international scale (Kornbluh, Neal, & Ozer, 2016). Trends in youth civic engagement highlight the unique relationship between social networking sites (SNS) and mobilizations around social actions by diverse groups (Boulianne, 2015; Smith 2013). SNS offer an assets-based approach for supporting youth whom have been historically isolated from institutionalized offline spaces of civic discourse, providing opportunity to foster competencies in sociopolitical development, and to engage in civic action. In addition, SNS offer the opportunity to foster a young person's social capital by connecting them to others with diverging backgrounds, thereby exposing them to alternative viewpoints, as well as lived experiences within a growingly polarized political environment. As social organizing movements expand within online spaces, community psychologists will need new methods to effectively track, advocate and support social justice movements pushing for transformative and meaningful change. This presentation will examine high school students' online communication patterns among three different YPAR projects operating in three diverse, and distinct urban schools. Each classroom engaged in a participatory action research project. Students communicated on an online platform in which they discussed their problem of interest, examined their data, and posed questions regarding action strategies. Using a mixed-method design, which combines strategic selection of key interviews, social network data, and exponential random graph models (ERGMS), this presentation explores trends in communication patterns and styles of young people engaged in social change efforts through a SNS. Recommendations for innovative social network designs and analysis applied to SNS, as well as proposed strategies for diversifying and improving communication between students will be discussed.

> Leveraging Networks in Promoting Sustainable Economic Development in the American West Branda Nowell, North Carolina State University; Mary Clare Hano; Emily Jane Davis, Oregon State University; Cassandra Mosely, University of Oregon; Jesse Abrams, University of Oregon

Environmental policy change coupled with globalization trends over the past several decades have had significant economic, cultural and social consequences for many rural communities in the American West. Once thriving logging, mining, milling, and ranching communities are now struggling to identify and retool toward new models of economic development. This effort is made all the more challenging by the fact that

approximately half of the West's forested acreage is owned and managed by the federal government. These trends have led to the rise of community forestry models and community based organizations [CBOs] that seek to realize the benefits of these models for their local community. CBOs in this context refer to place-based, grassroots, local non-profit organization that supports sustainable natural resource-based economic development (Abrams, Davis, and Moseley 2015). Because of the dependency on public lands, a key feature of CBOs is that they seek to span the divide between local needs and state/federal resource management priorities. As such, the CBO strategy is heavily dependent upon leveraging networks in accomplishing their goals. There is extensive research in the for profit literature on network management as strategy. For example, we know that strategies can range from fostering densely connected closed networks of trusted partners to network portfolios focused on bridging structural holes (Burt, 2002) and that each of these strategies comes with a different set of consequences. However, there is less known about what network management looks like in the context of community based organizations. In this study, we present findings from a comparative network study of 56 CBOs operating in the American West. In it, we ask, 1) what are the different patterns in network structure and utilization associated with do we see differences in the network structure and utilization of a CBO's most important partnerships? And 2) what explains the differences in these strategies? Implications of findings for advancing organizational perspectives on community based organizing are discussed.

A Participatory Social-Network Mapping Tool for Investigating Systems-level Learning in a Network Linking Afterschool Program Providers and Schools Kimberly Bess, Vanderbilt University

Afterschool programs are looked to as settings that can provide youth with opportunities for social development and academic support. However, program providers typically operate within a fragmented field, leading to large variations in program quality. This research focuses on one city's effort to improve student outcomes through the formation of a coordinated afterschool program network, the Nashville After Zone Alliance (NAZA). NAZA operates as an expanded learning system that brings providers and other stakeholders together through shared principles of continuous improvement and organizational learning. As a system intervention, NAZA seeks to rearrange the pattern of social regularities – particularly how knowledge is accessed, spread, and generated through relational interactions (Seidman, 1988, 1990). In addition to promoting connectivity among NAZA members, NAZA's strategy prioritizes cross-institutional relations between NAZA members and school partners. Using a social network approach, this research investigates factors that influence System-Level Organization-Learning (OL) – defined here as interactions among network members related to information or data sharing, or advice seeking, or problem solving. We draw both on social network and transactional ecological assumptions, which suggest that the network ties upon which systems-level OL is based result from a transactional process influenced by persons who are agents of change and by the particular contexts within which individuals operate (Altman & Rogoff, 1987; Linney, 2000). To capture OL within this complex setting, we developed a participatory social network-mapping tool. This presentation will introduce the tool and demonstrate its use in this research to collect whole network, ego network, and qualitative data. The presentation will include a discussion of 1) the methodological and practical considerations that informed the tool's development, 2) the advantages and disadvantages of the mapping tool compared to traditional data collection methods, and 3) the tool's strengths and limitations. Lastly,

the tool's alignment with Community Psychology values will be considered.

Session Organizer:
    Mariah Kornbluh, California State University, Chico

Discussant:
    Jennifer Watling Neal, Michigan State University

239. Creating meso-sytsem interventions to address homelessness
    SCRA
    Symposium
10:30 to 11:45 am
Social Sciences Building: FSS 4004

Community psychology has long sought to expand roles for psychologists in social intervention. Homeless intervention efforts, like most social interventions, tend to be located at an organizational level of analysis. Similarly, the roles of community psychologists and skills needed tend to focus on organizational consultation/collaboration. By comparison, there has been scant development of interventions or roles explicitly aimed to work at a meso-system level of analysis linking different systems that could be resources. In many communities where responses to homelessness are fragmented or isolated, building connections between systems at different levels of analysis may be particularly useful. Over the past two years, we have re-conceptualized our homelessness research and action collaborations to focus on linking systems and organizations where there have been too few linking agents or linking opportunities. In this symposium, we present four examples of interventions where we tried to explicitly to link systems and encourage connections across levels of analysis. First we consider the Housing and Homelessness Action Research Network created to be an ongoing collaboration between community agencies addressing homelessness and university faculty, students, and staff interested in sharing better university resources for this work. Second, we report on consultation with an organization involved in addressing family homelessness who became interested in linking with other initiatives. Third, we report on an on-going collaboration to transform a Housing First pilot program to link with current systems in an effort to build their capacity. Finally, we conclude with a case example of build organizational and community capacity to address youth homelessness. The chair will facilitate discussion of practical and theoretical issues that cut across each presentation in regards to skills for meso-system intervention and community responses to homelessness. We will reserve at least 15 minutes of broader discussion.

Participants:
    Connecting Community Agencies and University Resources to Address Homelessness Van L Phan, University of South Carolina; Nyssa Snow-hill, University of South Carolina-Columbia; Bret Kloos, University of South Carolina-Columbia

Homelessness is a long-standing concern in many communities. It can affect many different aspects of one's life and well-being, such as mental health, physical health, work, and school. In Columbia, efforts to address homelessness are often fragmented and in need of more resources. The Housing and Homelessness Action Research Network (HHARN) seeks to address some of these issues through mesosystem linking of community agencies addressing homelessness with university resources, facilitating service learning and community service, and creating a clearinghouse of information. In order to gauge university interest at the University of South Carolina (USC), an online survey was distributed by email to faculty and staff who may have aligning interests in addressing homelessness.

Overall, those surveyed (N=35) showed a good amount of interest in the program and all but five would have liked to be listed as a potential resource for community agencies. The capacities in which these faculty and staff would like to involve themselves closely align with the needs of community agencies – information obtained from interviewing 23 different agencies. In summary, interest in greater community-university partnerships is widely held by both agencies addressing homelessness and university faculty, showing feasibility and promise. Thus, as community psychologists, we developed the HHARN to go beyond isolated consultation and to begin coalition building and community organizing. In this presentation we report on our organizing efforts to connect community service providers with interested faculty. In particular, we report on the development special projects and volunteer opportunities in response to specific community challenges. We want to discuss the development of a framework to evaluate meso-system linkage effectiveness for HHARN as part of our effort to build up general capacities and infrastructure.

> From Analysis to Action: Family Homelessness Typology Transforms Service Provision Douglas John Archie, University of South Carolina; Nyssa Snow-hill, University of South Carolina-Columbia; Bret Kloos, University of South Carolina-Columbia

A housing corporation in an urban county in South Carolina contacted the Housing and Homelessness Action Research Network at the University of South Carolina to help understand family homelessness in their county to better inform business decisions and strategic planning for the corporation. During the 12 year period assessed in this evaluation, 4113 individuals in 1806 families had used family homeless services as recorded in HMIS data. Cluster analyses documented five patterns of family homelessness over 12 years in this sample: One brief crisis (69%), Two brief crises (14%), Extended Support (10%), Long-term Support (4%), and Persistent Housing Instability (3%). By understanding the typology of homeless families, interventions may be matched to meet the needs of homeless families in that community. Data showed that most homeless families had experienced one episode of homelessness for a brief period, which contradicts the public's stereotypes of homelessness. Evaluations were also conducted on the capacity of the community to serve these homeless families. Data revealed that affordable housing and specialized services for families were severely lacking in availability. Outcomes of these analyses illustrated the need for additional types of services such as rapid rehousing to provide assistance for each cluster of homeless families. As a result of the data provided in the evaluation, the housing corporation changed their name and restructured their organization as an effort to expand capacity to address the needs of the majority of homeless families and to link with other organizations doing similar work. The Housing and Homelessness Action Research Network navigated the process of promoting the data in the report to the media and participating in public relations as the housing corporation unveiled its new mission and service plan.

> Supporting University-Municipal Collaborations to Reduce Chronic Homelessness through Evaluation LaDonna Gleason, University of South Carolina; Bret Kloos, University of South Carolina-Columbia

For the past eight years, the USC School of Medicine Supportive Housing Services (SHS) has operated a pilot project, Housing First program in partnership with the Columbia Housing Authority and the city of Columbia, SC. Through a multidisciplinary team provider approach, SHS provides comprehensive housing services to individuals experiencing chronic homelessness. In addition to HUD secured housing vouchers, the program provides access to primary health care, mental health counseling, case management, medical adherence support, and 24/7 access to emergency residential support through services modeled after Assertive Community Treatment. For many years SHS was the first, and only, program to offer Housing First services in Columbia, SC. In support of this, the city of Columbia has consistently allocated a quarter of its homeless services budget to SHS each year. However, because SHS Housing First services are funded solely through the city's municipal budget, the program is highly vulnerable to changes in political sentiment and to tightening fiscal policies. SHS Housing First services, approached HHARN to consult about program development and evaluation that would help SHS move beyond a demonstration project to an established program with capacity to respond to changing needs of those needing housing. Our consultation has four goals to: 1) evaluate the effectiveness of its Housing First services, 2) provide support in programmatic reporting of outcomes, 3) help the program explore additional funding opportunities, and 4) provide evidence-based internal recommendations for sustainability and growth. In alignment with SHS values that reflect a recent merger between the medical college and a regional health provider, HHARN consultation efforts also included a health services utilization focus that compared healthcare costs of chronically homeless individuals prior to and following receiving SHS services. A discussion about the opportunities and challenges of university-municipality and university-health system collaborations in homeless services will follow the presentation.

> Linking Organizational and Community Capacities to Address Youth Homelessness Nyssa Snow-hill, University of South Carolina-Columbia

Over two years ago, I began consulting with the Youth in Transition committee, a committee of stakeholders in Richland and Lexington Counties focused on fostering collaboration across service providers and exploring how to best serve a growing population of unaccompanied youth in the community. My first duty as a consultant with the Youth in Transition committee was to create a report that provided information on the prevalence and demographics of unaccompanied youth in Columbia, to map available resources for housing, education, and employment support for this population, and to highlight effective programs and best practices employed in other communities who serve unaccompanied youth. While the committee had a greater understanding of best practices and the community's unaccompanied youth population following the report, progress and consensus across the committee were difficult to build due to conflicting perspectives and opinions. Navigating these differences in opinions will be discussed throughout the presentation. My second duty as a consultant was to help with engaging unaccompanied youth on their perspectives. Thus, focus groups were conducted and a survey was developed to assess the youths' experience and goals with education, employment, and housing. Differences in service use and previous experience with housing were reported between youth who are and are not connected with a school district. Overall, this sample did not endorse utilizing many resources in the community, which was due to a variety of reasons, including not wanting to be labeled as homeless and wanting to be self-reliant. The result of this consultation experience and of the collaborations that have formed over the last two years has led to a grant application being completed at the time of submitting this proposal and collaborating with another agency that obtained a grant for evaluation consultation.

> Session Organizer:
>   Bret Kloos, University of South Carolina-Columbia
> Moderator:

Bret Kloos, University of South Carolina-Columbia

240. Research and Practice Competencies in Community Psychology and the Research-Action Cycle: Implications for Training
SCRA
Roundtable Discussion
10:30 to 11:45 am
Social Sciences Building: FSS 4006

The development of practice competencies in community psychology by the Community Psychology Practice Council (CPPC) and the Council of Education Programs (CEP) is an important accomplishment, addressing long-standing ambiguities regarding how to effectively train in the field (Bloom, 1973). The practice competencies explicitly redressed a perceived imbalance in the field favoring research over application (Dalton & Julian, 2009), and thus prioritized applications of community psychology outside of academia. Concerns have therefore been raised regarding whether practice competencies reliably identify essential research training objectives. To address these, members of the CEP recently lead an investigation to identify a proposed set of research competencies for community psychology and understand the extent of training in these areas in community psychology programs, including 19 semi-structured interviews conducted with a diverse range of experts in SCRA members (Christens, Connell, Faust, Haber, et al., 2015), and more recently, incorporation of these into questions in most recent SCRA Biennial CEP Survey of Graduate programs. These efforts also sought to elucidate the distinctions or intersections of research and practice competencies as currently understood by the field, in order to inform efforts to combine research and practice competencies into a single vision for training. The roundtable will discuss these recent efforts to develop research competencies and integrate them with the established practice competencies through a proposed research action cycle model. Discussants will present the research competencies and related survey results (Haber). Following, applications of the research competencies will be discussed (Legler). Critical reflections on the research competencies, their current representation in training programs, and ways to integrate these with existing practice competencies will then be outlined, including a proposed "research-action cycle" model of Competencies (Faust, Christens). The session will conclude with facilitated discussion with attendees on implications of research and practice competencies for advancing transformational change objectives in community psychology.

Session Organizer:
Mason Haber, University of Masssachusetts Medical School
Moderator:
Mason Haber, University of Masssachusetts Medical School
Discussants:
Victoria Faust, University of Wisconsin-Madison
Mason Haber, University of Masssachusetts Medical School
Brian Christens, University of Wisconsin-Madison
Raymond Legler, National-Louis University

241. We want equitable service provision: an inter-community dialogue
SCRA
Roundtable Discussion
10:30 to 11:45 am
Social Sciences Building: FSS 4012

A panel of young scholars will present the findings of their ongoing research with different equity-seeking communities around service access in Canada. This cross-research conversation will serve as a launch point for further discussion with the audience. Ellis Furman conducted a youth-led arts-informed research project on the service access and experiences of discrimination among gender non-conforming youth in Waterloo, Ontario. Participants identified the needs for change in their communities and proposed approaches regarding the services they access and how these services can change to better meet their needs. Ciann Wilson, in collaboration with the Peel HIV/AIDS Network conducted interviews with African, Caribbean and Black (ACB) substance users in Peel Region, as well as with local service providers. This study aimed to assess the disparity between service provision and service access and retention of Black substance users. This project found that Black substance users in Peel Region face multiple and intersecting barriers to service access, such as services being difficult to reach via local transportation; stigma around their substance use; and anti-Black racism in health service locations that often work in collaboration with the criminal justice system. Amandeep K. Singh explored the experiences of finding community, the sense of belonging, and the community-related needs of first-generation Punjabi-Sikh Elders in Calgary. Participants in the study indicated various barriers to access and engagement within the community, and strengths within the community. The findings suggest a gap in the availability of culturally appropriate services and gender-specific services for this community. Tiyondah Fante-Coleman will present her ongoing secondary research on the access of ACB communities to physician care in the Kitchener-Waterloo region. Tiyondah will look specifically at how language barriers, racism and socio-economics pose challenges to obtaining and retaining primary physician access, and how ACB Canadians' ability to access primary care affects their health and overall well-being. Ann Marie Beals will present her ongoing secondary research on the mental health service access of Black and Indigenous communities, specifically mixed-race Indigenous Blacks, who suffer from a paucity of knowledge regarding their mental health care. The proposed research will explore experiences with the mental health care system and preferences for treatment and healing for this population.

Session Organizers:
Ciann Wilson, Wilfrid Laurier University
Tiyondah Coleman, Wilfrid Laurier University
Discussants:
Amandeep Kaur Singh, Wilfrid Laurier University
Ann Marie Beals, Wilfrid Laurier University
Ellis Furman, Wilfrid Laurier University
Ciann Wilson, Wilfrid Laurier University

242. Exploring family spaces: Place-based research methods with war-affected families
SCRA
Workshop
10:30 to 11:45 am
Social Sciences Building: FSS 4014

This workshop will highlight innovative social research methods that use a place-based approach to explore the everyday experiences of families living in vulnerable contexts such as war and displacement. Drawing upon research methods used with families affected by conflict and living in the Middle East, participants will learn about the positive applications (as well as the challenges) of multiple methods of data collection specifically collaborative family interviews in families' homes, mapmaking with children, GPS-tracked neighborhood walks, and weekly activity logging to better understand the everyday realities of war-affected families. The workshop

facilitators will directly engage the workshop participants in hands-on activities that practically demonstrate these multiple methods of data collection. The workshop will cover theoretical underpinnings for place-based methods, ethical issues, community engagement, application of methods in volatile environments, modes of data analysis, and approaches for dissemination. Participants will discover that the use of place-based methods allows for flexibility in unstable research settings, creates a rich source of data from multiple perspectives, and increases the reliability of data findings. The workshop will encourage participants to apply these methods with other vulnerable populations in order to foster a holistic understanding of the challenges and opportunities that they face.

Presenters:
Bree Akesson, Wilfrid Laurier University
David A. «Tony» Hoffman, American University of Beirut and UCSC
Session Organizer:
Bree Akesson, Wilfrid Laurier University

243. Informing Culturally-Responsive Programming: Working at the Intersection
SCRA
Workshop
10:30 to 11:45 am
Social Sciences Building: FSS 5028

Lesbian-gay-bisexual-transgender young people of color (LGBT YPOC) face a multitude of health disparities from sexual exploitation to homelessness to increased sexually-transmitted infections. Oppression is a critical social determinant of health (SDOH) impacting LGBT YPOC's well-being and perpetuating their associated health inequities. Systems of oppression block the ability for LGBT YPOC to achieve optimal health outcomes. To improve the health and well-being of LGBT YPOC, many health-related fields are moving toward holistic, evidence-based practices. However, many of these strategies continue to overemphasize deficit-based, comparative approaches and are often designed as tertiary, individual-level interventions. New interdisciplinary primary prevention approaches are needed to inform best-practice when working with LGBT YPOC. Intersectionality (Hankivsky, 2014) praxis could be leveraged to inform the development of culturally-responsive interventions, new societal infrastructure, and systems-level change. By examining the findings of an exploratory, asset-based, multi-level intervention, the facilitator will speak to the impact of culturally-responsive, asset-based, empowerment strategies on both critical life skill development and general health outcomes among LGBT YPOC. Workshop participants will develop the skills to leverage the principles of intersectionality praxis through decolonial participatory action research (DPAR) strategies (Guishard, 2016). Through intersectionality praxis and DPAR, workshop participants will learn how to collaborate with community members living on the intersection to become empowered to create their own social change. Furthermore, participants will discuss how intersectionality praxis and DPAR strategies can lead to interventions that are self-sustaining, efficacious, and economically efficient.

Presenters:
Justin Todd Brown, LaGuardia Community College, CUNY / Graduate School & University Center, CUNY
Monique Guishard, City University of New York
Session Organizer:
Justin Todd Brown, LaGuardia Community College, CUNY / Graduate School & University Center, CUNY

244. Responding to Violence against Women in Diverse Contexts: A Cultural Examination
SCRA
Symposium
10:30 to 11:45 am
Vanier Hall: VNR 1075

Community psychologists are uniquely positioned to attend to socio-cultural influences on promoting individual and community well-being. Our symposium presents three papers using qualitative methodology to examine the ways in which culture influences the response to violence against women in three distinct international and national cultural contexts: India, the Pacific Island of Guam, and in an urban American Indian community in the United States. The first paper presents results from a study on the formal systems response to violence against women in two metropolitan cities in India, New Delhi and Mumbai, using a cultural lens. The paper uses an ecological framework and Mankowski and Rappaport's (2000) work on narratives to highlight how culture as expressed in cultural narratives acts as a force that can impair or facilitate the formal systems response and women's help-seeking in response to violence against women in India. The second paper uses qualitative interviews to examine the challenges and implications of effective response to violence against women within indigenous communities in the U.S. Territory of Guam. This presentation will highlight how the response to violence against women in indigenous communities can be used to promote social change, racial equality, and indigenous sovereignty. The third presentation presents findings from interviews with American Indian community members and stakeholders, utilizing the Community Readiness Model. The presentation will also include a discussion of the research process and particular considerations for engaging in community-based research and capacity building efforts with urban American Indian communities. Together, these presentations will illuminate the need for community psychologists to attend to issues of culture and diversity while attempting to promote transformative change in diverse cultural contexts.

Participants:
Women's Help-seeking and the Formal Systems Response to Violence against Women in India Suvarna Menon, University of Illinois at Urbana-Champaign; Nicole Allen, University of Illinois at Urbana-Champaign

Violence against women (VAW) has become an increasingly salient issue in India, with women being at risk for different forms of violence. The significance of culture in shaping individuals' experiences has been a salient topic of research in psychology. Community psychologists have been particularly interested in understanding how people are embedded in systems and shaped by their cultures and vice versa, although recent work has advocated for a more explicit focus on culture within the field (Kral et al., 2011). This attention to culture can be particularly useful in examining violence against women, a phenomenon that is globally observed, although it may be expressed differently in specific cultural contexts. A contextually- and culturally-informed view is particularly essential to study the response to violence against women, given that the formal systems response both reflects and has the potential to shape how communities respond to violence against women. Culture can also play a crucial role in influencing the context within which the system responds to the needs of women - for example, by shaping the acceptability of violence (e.g., social sanctions), which in turn can influence women's willingness to engage in the help-seeking process. The current study examines the formal systems response to violence

against women in two cities in India, New Delhi and Mumbai, using a cultural lens, with a particular emphasis on narratives, to understand the influence of culture on the formal systems response and the myriad ways in which culture may serve as force that facilitates and/or impedes women's help-seeking. The implications of our findings for transformative change within formal response systems and the implementation of an effective response will be discussed.

> Challenges and implications of community-based responses to violence against women in indigenous communities Camarin G Meno, University of Illinois at Urbana-Champaign; Nicole Allen, University of Illinois at Urbana-Champaign

Drawing on qualitative interviews and the author's ethnographic observations with responders to violence against women in Guam, the proposed presentation will elucidate the challenges and implications of community responses to violence against women within indigenous communities. Using the Pacific Island U.S. Territory of Guam as a case study, the presentation will begin with a brief description of Guam, its indigenous Chamorro people, and history of community-based responses to violence as evidenced in early historical documents. Next, the presentation will highlight current systems of response to violence against women in Guam and the difficulties associated with: a) incorporating culturally competent responses with established Western, criminal justice-focused responses, b) addressing horizontal racial hostilities expressed towards other marginalized ethnic groups in Guam, and c) promoting self-determination and sovereignty for indigenous Chamorros. Discussion will focus on how the response to violence against women in indigenous communities can be used to promote social change, racial equality, and indigenous sovereignty.

> Community Readiness for STIs/HIV and Intimate Partner Violence Intervention in an Urban American Indian Community Angela Walden, University of Illinois at Chicago

Sexually transmitted infections (STIs), including HIV/AIDS, have been described as a "hidden epidemic" (Carol et al., 2007) in AI communities, and AI women experience violent victimization, including intimate partner violence (IPV) at higher rates relative to any other racial/ethnic group (Black et al., 2011). Overlapping risk for HIV/AIDS and IPV is documented in scholarly literature (e.g., Campbell et al., 2008; Olowookere et al., 2015). Indeed, there is recognition in the literature that a comprehensive approach to IPV intervention should include HIV/AIDS education and vice versa (e.g., Lichtenstein, 2005). However, much of this research has focused on non-AI women in the United States (e.g., Campbell et al., 2008), and women living in Africa (e.g., Andersson et al., 2008). Data from the 2010 census indicates that approximately 71% of individuals who identify as American Indian live outside of tribal lands. Despite this, much of the AI research to date has focused on reservation-based individuals and communities. This study aims to fill gaps in knowledge and practice related to the response to STIs, with a particular focus on HIV/AIDS, and IPV (including overlapping risk) in an urban AI community using The Community Readiness Model (CRM). Developed in 1994 by researchers at Colorado State University (see Plested, Jumper-Thurman, & Edwards, 2016), CRM is an action-oriented research method that supports the generation of interventions that are culturally appropriate and feasible. Data collected through CRM interviews reflect nine stages of community readiness (ranging from "No awareness" to "Community Ownership") and applies this information to six dimensions of community/organization (e.g., efforts currently in existence, community climate), resulting in a multi-faceted "diagnosis" of the community's current

willingness and capacity to engage in prevention/intervention efforts. This presentation includes findings from CRM interviews with American Indian community members and stakeholders, and a discussion of the research process with particular considerations for engaging in community-based research and capacity building efforts related to STIs and IPV with urban American Indian communities.

> Session Organizer:
> Suvarna Menon, University of Illinois at Urbana-Champaign
> Moderator:
> Suvarna Menon, University of Illinois at Urbana-Champaign
> Discussant:
> Nkiru A Nnawulezi, University of Maryland, Baltimore County

245. Integrating Identity and Critical Social Analysis to Promote Youth Activism from the Margins
SCRA
Symposium
10:30 to 11:45 am
Vanier Hall: VNR 1095

In this symposium, we explore various ways that youth from marginalized racial and religious backgrounds navigate their identities to understand, define, and combat systematic sociopolitical oppression. Activism is one form of active resistance to inequitable sociopolitical conditions, including interpersonal and institutional discrimination (Hope & Spencer, in press). Sociopolitical development theory posits that a critical social analysis of how sociopolitical systems affect individuals and communities predicates activism for marginalized youth (Watts & Guessous, 2006). We extend this research by considering the role of identity development and exploration in relation to critical social analysis and activism. Through three research investigations, we use qualitative and quantitative methods to demonstrate how youth interrogate unjust sociopolitical conditions, create counter-narratives of individual and group identity, and leverage critical social analysis to engage in activism. Paper 1 focuses on a youth participatory action research (YPAR) program for Black boys and examines how Black boys develop critical consciousness through conversations about recent cases of violence towards Black males. Paper 2 explores social media use as a platform to challenge dominant discriminatory narratives about Muslims and tool for political activism among Muslim-American youth. Paper 3 examines profiles of racial identity and ideology in relation to activism and activism orientation among young Black women. To close, Dr. Craig (Kwesi) Brookins will provide an integrative commentary on the research findings and engage the presenters and audience in a conversation about the utility and challenges of engaging youth from marginalized backgrounds in identity exploration and critical analysis of sociopolitical systems to promote activism. Dr. Brookins in an expert in community interventions to promote psychological health and development for youth.

> Participants:
> Black Boys' Critical Consciousness in a Post-Michael Brown America Chauncey Smith, University of Michigan-Ann Arbor; Fantasy T. Lozada, Virginia Commonwealth University; Adrian Gale, University of Michigan; Robert Jagers, University of Michigan

Recent national attention to high-profile cases of young Black males as the target of violence (e.g., Michael Brown, Trayvon Martin, Jordan Davis) has re-invigorated efforts to understand the perils associated with Black boys' experiences with bias and discrimination in schools and communities. Additionally, scholars have emphasized the potential importance of

promoting critical consciousness among Black youth—especially boys. Critical consciousness, the awareness and reflection of social and political inequality (Watts, Diemer, & Voight, 2011), is often conceptualized as an adaptive response to the recognition of injustice and oppression to one's own group (Watts, Williams, & Jagers, 2003) and thus, is relevant in understanding Black boys' responses to the recognition of their place in society as targets of discrimination and violence. This study examines the narratives of five Black boys, participants in an after-school youth participatory action research program (YPAR) for Black boys, regarding aforementioned cases of violence against Black males. With the program functioning as a space that promotes critical consciousness, two of the authors engaged the boys in a conversation focused on recent incidents of violence against Black people. With critical consciousness theory as a core component of the analytical lens, thematic analyses revealed the challenges of engaging in critical social analysis around recent incidents. Specifically, the boys' conversation demonstrated a tension between interrogating an oppressive criminal justice system and desiring more Black people to occupy powerful positions within that same system—two sides both aimed at imagining a safer world for Black youth. Additionally, the boys reported facing implicit and explicit racial discrimination while debating with peers about recent incidents during classroom conversations and via their social media accounts. Findings from this study have implications for programmatic and familial support of Black boys' critical consciousness.

Challenging the dominant story in 160 characters: Muslim American voices Ashmeet Oberoi, University of Illinois at Chicago; Kelci Thatcher, University of Miami

Islam is one of the fastest growing religions in North America (Khan, 2012). However, Muslims are often stereotyped and featured in the news and social media in a way that matches dominant political agendas, rather than their actual lived experiences (Tweed, 2008). Muslim youth, in particular, have to define and redefine their identities in their religious, political, and racial backgrounds, which often differ from older generations' identities (Hosseini, 2013). Public social media streams, such as Twitter, provide a platform for Muslim-Americans to speak out against such dominant societal pressures and band together to advocate for change (Myrick et. al, 2016). This presentation will address the research question: How are social media platforms being used by Muslim American youth to challenge the dominant discourse about Muslim-American's impact on American society and to express their political opinions? Specifically, we will present findings from a) analyzing twitter content for #muslimsvote and b) interviews with Muslim youth who use social media for political activism. This presentation will explore how Muslim youth use social media as a tool for political activism and as a catalyst for promoting social change.

Racial Oppression Analysis and Activism among Black Women: A Latent Class Approach Kristen Riddick, North Carolina State University; Elan Hope, North Carolina State University; Kristen Pender, University of Miami

Black women comprise a dynamic segment of the United States electorate, leading all demographic groups in voter turnout in the 2008 and 2012 presidential elections (Black Women's Roundtable, 2014). Despite growing political participation, as of 2015, only 35 Black women have ever served in Congress, and only two Black women held statewide elected office (Dittmar & Carr, 2015). A critical consciousness framework suggests that critical social analysis – how one understands and interprets unjust social conditions in their community – determines if and how they become empowered to change those very conditions through political participation

(Diemer, Watts, & Voight, 2014). Research has found that critical social analysis of racial oppression is related to prosocial behavior among Black boys (Lozada, et al., in press). In light of historical and contemporary political marginalization but persistent and increasing political voice, we investigate racial oppression analysis as a predictor of activism among young Black women. Through an investigation of 602 Black women (ages 14-29), we examine whether there are distinct profiles of racial oppression analysis and whether those profiles predict activism and activism orientation among young Black women. Racial oppression analysis includes racial centrality, private regard, public regard, minority ideology, and nationalist ideology. Preliminary results suggest a five-cluster solution provides the best fit to the data. The two most populous clusters were Critically Conscious (24%) – distinguished by high centrality and low public regard, and Burgeoning Consciousness (28%) distinguished by high centrality and high public regard. We will present findings that examine differences in activism by cluster. Findings will shed light on how racial identity can be incorporated into civic education programs for Black women empowerment.

Session Organizer:
  Elan Hope, North Carolina State University
Moderator:
  Elan Hope, North Carolina State University
Discussant:
  Craig Brookins, North Carolina State University at Raleigh

246. Closing Session
  SCRA
  Other
11:45 to 12:30 pm
Social Sciences Building: FSS 2005

Notes

Notes