2015 Midwest ECO Conference  
Schedule and Abstracts

Schedule Overview

Friday, October 23rd

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<td>1:00 pm – 2:30 pm</td>
<td>Mass Incarceration Panel</td>
<td>NNH</td>
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| 2:45 pm – 4:00 pm| Sessions  
• Methodological Workshopping  
• Public Art Workshop  
• Inquiry and Action for Social Change Lightning Round | NNH           |
| 4:00 pm          | Break                                                                 |               |
| 4:30 pm – 5:30 pm| Reception                                                             | Pyle Center   |
| 5:30 pm – 6:30 pm| Keynote Speaker: Veronica Terriquez                                  | Pyle Center   |
| 9:00 pm          | Informal Gathering (Downstairs in The Sett)                          | Union South   |

Saturday, October 24th

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<td>Breakfast and Registration</td>
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<td>Opening Session</td>
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<td>4:55 pm – 5:40 pm</td>
<td>Wrap-Up: Faculty Reflections on Horizons, Tensions and Tools</td>
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| 6:15 pm          | Group Dinner  
• See screens in building for exact room                           | Union South   |
| After dinner     | Optional Social (Campfire or Indoor Gathering)                      | Picnic Point Firepit #2 or Indoor Location |

Locations

NNH: UW School of Human Ecology, Nancy Nicholas Hall, 1300 Linden Drive, Madison, WI  
Pyle Center at UW: 702 Langdon Street, Madison, WI  
Union South: 1308 W Dayton St, Madison, WI  
Picnic Point Firepit: 2002 University Bay Dr., Madison, WI
F1: Panel on Mass Incarceration
Room: NNH Plenary Hall (5th Floor)
Convener: Ethen Pollard, University of Wisconsin-Madison
Discussants:

• M Adams, Young Gifted and Black (YGB) of Madison
  Bio: Monica Adams works with Freedom, Inc. as a Queer Youth of Color Organizer, serves as the Middle School Program Assistant at the Gay Straight Alliance for Safe Schools (GSAFE), involved with the Wisconsin Network for Peace and Justice, the Madison chapter of Take Back the Land, National Leadership Core, and other projects. From an early age, Adams was an organizer and has worked with low income communities of color on a variety of issues ranging from poverty to challenging subtle forms of misogyny. Adams was born and raised in Milwaukee, WI, studied at UW-Madison, and is a graduate of the Wisconsin Apprentice Organizers Project.

• David Liners, Executive Director of WISDOM
  Bio: David Liners is the Executive Director of WISDOM, a Wisconsin network of faith based organizations, part of the international Gamaliel Foundation. Under his leadership, the statewide network has grown from three to eleven diverse, interfaith organizations in Wisconsin. He helps develop new models and strategies for a variety of projects. He holds a BA from Marquette University, a Masters of Divinity from the Catholic Theological Union in Chicago, and a Doctor of Ministry from St. Mary of the Lake University. He lives in Milwaukee, Wisconsin.

• EXPO Member, Ex-Prisoners Organizing
• Members of the SCRA Mass Incarceration Task Force

Description: This session will engage attendees and panel participants in discussing the role of action research in mass incarceration. It will examine the tensions that arise when building and maintaining cross-cutting collaborations, the tools necessary for effectively developing and sustaining these relationships, and considerations for framing criminal justice reform. Panelists will represent a diverse range of backgrounds including community organizing, program staff, academia, and faith leaders.

F2: Methodological Workshopping
Room: TBA
Conveners: Victoria Faust & Alisa Pykett, University of Wisconsin-Madison
Description: Interdisciplinary community action researchers and community psychologists draw on a wide array of methodological approaches and perspectives to help forward inquiry and action for social change. We have invited experienced researchers in the domains of community action research and community psychology as discussants. Participants in this session will have the opportunity to workshop methodological and analytical questions related to their own work. Discussants and participants will then consider how particular research methodologies and perspectives might apply, with all participants engaging in comparative discussions. We will consider as many research questions as possible during our time together.

*This session is modeled in part after a 2015 SCRA Biennial session chaired by Marybeth Shinn, Multiple Methods for Research in Community Psychology: Roundtable Discussion.
**F3: Public Art Workshop**

**Room:** NNH 2235
- Mia Robidoux, University of Toronto
- Alexandra Lakind, University of Wisconsin-Madison

**Description:** This workshop will highlight the use of interactive public art for engagement and outreach. It will explore 1) the use of community chalkboards as a methodological community research and engagement tool, and 2) the use of a design-based research approach in developing practices for sustainable community engagement in programs such as the Madison Public Library's "Bubbler," an arts, craft, and maker-focused program for all ages.

**F4: Inquiry and Action for Social Change Lightning Round**

**Room:** NNH Plenary Hall (5th Floor)

**Presenters:** Multiple

**Description:** Affiliates and friends from across the four CommNS focus areas will give mini-presentations about their current research and action projects. This will be an opportunity for researchers, students, and community partners to learn about each other's work and to explore collaborative possibilities.

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**Friday, October 23rd**

**KEYNOTE: 5:30 PM – 6:30 PM**

**KEYNOTE:** *Incorporating Intersectional Identities in Grassroots Organizing: The Case of the Undocumented Youth Movement*

**Presenter:** Veronica Terriquez, UC-Santa Cruz

**Location:** Pyle Center (702 Langdon St, Madison, WI 53706)

**Description:** Dr. Veronica Terriquez is an Associate Professor of Sociology at the University of California Santa Cruz. She received her Ph.D. in Sociology at UCLA, her Masters degree in Education at UC Berkeley, and her B.A. in Sociology at Harvard University. Her research examines how individuals' demographic characteristics - as well as their ties to civic organizations, schools, and other institutions - reproduce or challenge patterns of social inequality.
S1: A Method to the Madness? Applying Agent-based Modeling to Complex Community Problems

Room: TBA
• Jennifer A. Lawlor, Graduate Student, Michigan State University
• Danielle Chiaramonte, Graduate Student, Michigan State University
• Dr. Zachary Neal, Professor, Michigan State University
• Cortney Vandegrift, Graduate Student, Michigan State University

Abstract: The purpose of this oral presentation is to describe the process of building, refining and analyzing an agent-based model that simulates the reentry resource system for Individuals who have previously been incarcerated (IPI) and demonstrate its impact on recidivism. Specifically, we will examine the impact of proximity to services and resource system structure on recidivism rates. We will also discuss the implications of implementing a housing intervention to increase individuals' access to the resource system. Findings as well as an overview of the process of building, refining, and testing agent-based models in the study of community psychology will be discussed. We will conclude with an opportunity for attendees to manipulate the model and brainstorm future directions for agent-based models in community psychology. Participants in our interactive presentation will gain knowledge of the foundation and application of a new tool to facilitate research and practice.

S2: Combined Session
Room: TBA

S2-a: Developing a Multidimensional Scale to Measure Culture Brokering
• Sandra Sorani-Villanueva, Doctoral Student, University of Illinois at Chicago

Abstract: In the extant literature, researchers have conceptualized and measured culture brokering in various ways. However, these current conceptualizations and measurements have not captured the full scope of the range of activities in which culture brokers engage. The present study aimed to first expand upon the culture broker construct to include three domains: Translator/Interpreter, Cultural Guide, and Family Consultant. Given the broadened re-conceptualization, it is imperative for a measure to include items that fully reflect culture brokering. The subsequent aim of this study was to develop and validate a culture brokering scale (CBS) that measures the variety in and degree to which children serve as translators, guides, and consultants as part of their family's acculturation process. Focus groups, cognitive interviews, and a test of the refined culture brokering scale were conducted to develop the initial measure. Following, tests of reliability and validity were performed, and a final version of the multidimensional culture brokering scale is presented.

S2-b: Participatory Research Among Refugees and Asylum Seekers: What Does Participation Look Like?
• Emily M. Bray, M.A., University of Illinois at Chicago

Abstract: Participatory Research (PR) is a range of collaborative community-driven approaches used to generate social change (Dona, 2007). Across disciplines the goals of PR are to promote a more equitable way of conducting research and address the power differential between the researcher and the researched through community participation (Wallerstein & Duran, 2003). Yet tension and confusion exists with regard to what researchers actually do and what aspects of PR may facilitate the most successful projects in different community contexts. Research conducted with refugees and asylum seekers faces potential challenges that PR may be uniquely able to address, including cultural and linguistic differences, trust and power dynamics, transience, and available personal and community resources.

This presentation discusses a review of the literature on PR conducted with refugees and asylum seekers in the United States. A search was conducted of scholarly databases for empirical peer-reviewed journal articles detailing PR engaging refugees and/or asylum seekers. This search yielded 704 results, which were narrowed down to 26 articles based on the study inclusion criteria.

The review investigates the intricacies of what the key concept of participation looks like in published PR projects working with refugees and asylum seekers, including details about 1) who participated, 2) what phase of the research participation occurred, and 3) the quality of that participation. The review examines how elements of this
participation may have helped researchers address potential challenges to working with refugees and asylum seekers and it offers innovative tools to others doing PR work.

S3: The APA Interrogation/Torture Issue: The Relation to Community Psychology Principles
Room: TBA
• Brad Olson, Associate Professor, National Louis University

Abstract: After 10 years since the APA PENS report endorsed the role of psychologists in interrogations, in places where torture was known to occur, the APA hired a Chicago investigator to assess what happened and whether dissident critiques had any veracity. This summer the Hoffman report was released, making clear ties to hidden Department of Defense influences on APA decision making around its interpretations of Psychology's ethics. Despite this success for more social justice approaches within psychology, the whole torture and interrogation issue does not stand as an isolated problem for Psychology. Not surprisingly the broader field of psychology has an ecology and ethos different from the values that underlie community psychology. This presentation and discussion will focus on how the differences between community psychology and Psychology proper played out in the interrogation debate and how community psychology concepts such as empowerment, systems, prevention, well-being, sense of community, interdisciplinary, and others, may be part of the solution to a better and more humanistic psychology of the future.

S4: Combined Session
Room: TBA

S4-a: The State and Civil Society in Post-Disaster Community Reconstruction
• Ming Hu, PhD Student, University of Wisconsin-Madison
• Jiangang Zhu, PhD., Professor, Sun Yat-Sen University (China)

Abstract: Nongovernment organizations’ (NGO) engagement in post-disaster community reconstruction is often restricted in authoritarian regimes as the governments regard civil society as a threat to state power, especially in disaster settings. However, a few NGOs participated in long-term community-based recovery programs in affected areas after the 2008 Sichuan Earthquake in West China. How did NGOs survive the very environment of community reconstruction in a strong authoritarian state where the public policies on civil society is known as harsh? Can their “success” make room for improving the state-civil society relationship from the community level? This study addresses these questions in an extended case study of a NGO-led community reconstruction program in an earthquake-stricken town in West China. The authors claim that the local government’s high need of external assistance in service delivery made room for NGOs’ participation while NGOs’ avoidance from political engagement in turn sustained the local government’s support. By situating the NGO-led program into its community settings, we find that community reconstruction is deeply embedded in and reshaped by a series of much broader social processes: state-dominated post-disaster reconstruction, planned urbanization, and social control. We further recognize three major forces engaged in these social processes, neo-authoritarian governments, survivors with rising citizenship awareness, and active yet weak NGOs, which together shaped the state-civil society relationship at the community level. Implications and suggestions for future research are made.

S4-b: Non-Profit Collective Action: Building Community for Social Change
• Ellen Szarleta, Director of Center for Urban and Regional Excellence and Associate Professor in School of Public and Environmental Affairs, Indiana University Northwest
• Atta Ceesay, Assistant Professor, Political Science, State University of New York Buffalo State

Abstract: Nonprofit organizations, particularly smaller nonprofit service organizations, are increasingly challenged by limited capacity in the areas of leadership, funding, management and technology. These challenges are further magnified when nonprofit organizations cannot effectively adapt to and manage change. In urban core, where community members rely heavily on the services of nonprofit agencies to fill gaps in education, community building and health services, the sustainability of nonprofit organizations is a priority for advancing just communities. Partnerships between and among nonprofit organizations are one solution to building just communities and advancing social change. However, they are also difficult to construct and time consuming. (Ross, 2012) Drawing on the four pillars of the sense of community (SOC) theory, (McMillian & Chavis, 1986) the researchers built
and implemented a model designed to assist smaller nonprofit service organizations adapt to and manage change. The model is now in pilot stage and is being implemented in an urban industrial area in Indiana where pressures on nonprofit organizations and the community have reached critical proportions. Working with 25 nonprofits and a nonprofit foundation, we are focused on creating an environment conducive to creating a community of practice where membership and influence are being defined by the organizations.

In this paper, we propose a framework that can be used to build membership and influence in among nonprofits while empowering agencies to advance social change. This work explores new horizons for nonprofit collaborative action.


**S5: TheraME: Tensions in Therapy with the Marginalized Population to which One Belongs**

**Room:** TBA

- Darnell N. Motley, MA, DePaul University
- Jerrod L. Handy, MA, Chicago School of Professional Psychology

**Abstract:** Many clinical psychologists enter the profession with a desire to serve the underserved. However, that experience can be complicated for clinicians who belong to the marginalized groups with whom they work.

This session will explore the experiences of two clinicians (Black gay male doctoral students) leading a psychosocial group for young Black gay men living with HIV. This group was developed to give the clients an opportunity for exploration of identity and building skills to manage their life stresses. However, the shared identities in the room and the political moment (e.g. national media coverage of the deaths of multiple Black men and Black LGBT people) allowed for a therapy experience with specific challenges for the clinicians as well as avenues for personal and professional growth.

This session will explore some of those challenges, including assumptions about shared and unshared experiences, mutual feelings of loss and frustration, negotiation of sexual orientation and HIV status disclosures, navigating social networks potentially shared by clients, and complex experiences of transference and countertransference. In addition, this session will explore avenues for the clinicians’ growth, including opportunities for critical self-reflection, parallel and reciprocal learning processes, and exploration of the diversity of Black gay identities.

At the conclusion of this session, attendees will have a heightened awareness of the tensions which arise when serving members of one’s own marginalized community. In addition, attendees will have an understanding of how these tensions provide opportunities for tremendous learning and growth, on both the parts of the clients and clinicians.

**S6: Liberating Service Learning**

**Room:** TBA

- Randy Stoecker, Professor, University of Wisconsin-Madison and University of Wisconsin-Extension

**Abstract:** This presentation, adapted from my new book (in press with Temple University Press), "Liberating Service Learning," is designed to challenge our thinking about higher education community engagement. It questions the prioritization and theoretical/philosophical underpinnings of four core concepts of service learning: learning, service, community, and change. "Institutionalized service learning"--the dominant form of service learning in higher education--puts student learning first, service second, community third, and change last. Furthermore, "learning" emphasizes a distorted version of experiential learning theory, "service" emphasizes a disempowering charity approach, "community" is based on an alienated exchange relationship model, and "change" is based on a neoliberal individualistic philosophy. The alternative, “liberating service learning,” reverses the prioritization of the concepts, beginning with change, then community, then service, then learning. The theory of change recognizes the importance of structural conflicts in society, the theory of community emphasizes a unitary rather than exchange model, the theory of service draws from community organizing and development models, and the theory of learning works from popular education and focuses on constituencies and communities as much as students.
57: Psychological Home: Does Social Change Begin at Home?

Room: TBA

- Kendall Crum, Community Psychology Doctoral Student, DePaul University
- Matthew Pardo, Community Psychology Masters Student, DePaul University
- Erin Barnicle, Undergraduate Student, DePaul University
- Trina Dao, Undergraduate Student, DePaul University
- Tyler Hamilton, Undergraduate Student, DePaul University
- Justino Henziel, Undergraduate Student, DePaul University
- Alyssa Luby, Undergraduate Student, DePaul University
- Erin Mortenson, Undergraduate Student, DePaul University
- Joseph R. Ferrari, PhD, Depaul University

Abstract: Home – everyone comes from a family unit, but not necessarily “a home setting.” In life, many people move from one physical setting to another (e.g., dorms > apartments > houses). However, within psychology generally and within community psychology specifically, the meaning of HOME has not been explored. Related, we wonder how possessions (our “stuff”) add or distract from our sense of home. Why is HOME so important for people? Why do we feel violated when our homes are robbed, and/or lonely often wanting to return to home? Is HOME ‘where the heart is’ for most people? Is HOME just a House? Is HOME just a physical setting, or may it be a psychological state? We are beginning several studies on Psychological Home and in this Roundtable we seek your interest and insights == What does HOME mean to you? We are beginning analysis of a large scale national study on the role of possessions on Psychological Home, including whether people are person or thing oriented, whether possessions (clutter) adds to one’s meaning of home, whether there are demographic differences in understanding home, the description of home among intentional communities, and the role of home in life meaning and decision making. While community psychology has created preventive and interventive strategies for homelessness – there remains a gap on just what HOME means to people.
Saturday, October 24th
SESSION 2: 11:35 AM – 12:25 PM

**S8: Combined Session**
Room: TBA

**S8-a: Disabling Barriers to Community Participation in Everyday Environments from the Perspective of People with Disabilities**
- Leah Samples, M.Ed. Student, Community Development & Action, Vanderbilt University

**Abstract:** Barriers to participation persist for people with disabilities despite a long history of legislation designed to support equal opportunity for people with disabilities. Historically, the focus has been solely placed on structural barriers, but newer research highlights the importance of looking at social and informational barriers to participation. Collectively, these barriers prevent people with disabilities from fully engaging in community life and consequently from achieving full citizenship. Disability is crucial to understanding the meaning of citizenship. Drawing upon the influences of feminist, critical race and human rights theorists, citizenship can be defined as a set of rights and responsibilities that an individual has because they are a part of a community. However, when those rights are denied one’s citizenship is in question. Employing this definition of citizenship allows one to examine how barriers to citizenship present themselves in societies that are built on an ideal of a non-disabled person. To understand at a deeper level how this notion of citizenship manifests itself, this study seeks to unearth commonly experienced barriers to participation. The purpose of this qualitative study is to explore commonly-experienced barriers to participation in the lives of visually impaired adults in everyday environments. Thirty adults participated in semi-structured interviews, as well as participant observations. The results suggest that barriers to participation are still pervasive and subsequently have an adverse effect on participation for people with visual impairments. This study highlights the importance of exploring and acknowledging the daily tensions that persons with disabilities face in their communities.

**S8-b: Accessing the Future: Creating Inclusive Communities through Educational Games**
- Jennifer Dalsen, Graduate Student, University of Wisconsin – Madison
- Laura Bloker, Graduate Student, University of Wisconsin – Madison

**Abstract:** Educational games are a powerful tool for learning. These applications empower students to ask questions about environmental science, foreign language, microbiology and more. The rapid development of technological tools makes it essential for teachers, advocates and researchers to learn more about the digital universe. Yet the benefits of games-based learning remain largely unexplored for students with disabilities. Our presentation examines the direct benefits of games-based learning. In addition, we show how educational games can create an inclusive environment for students, regardless of disability type. We close with a look at the possible relationship disability studies and technology hold in the future.

**S9: Combined Session**
Room: TBA

**S9-a: Exploring Rape Myths about Sexual Abuse in Prison: Insight into Creating Just Policies and Practices**
- Rachael Goodman-Williams, Doctoral Student, Michigan State University
- Katie Darcy, JD, Michigan State University
- Dr. Gina Fedock, University of Chicago
- Dr. Sheryl Kubiak, Michigan State University

**Abstract:** Sexual abuse during incarceration is a global human rights concern. The rate of victimization is four times higher for incarcerated women than for men, with over 40 percent of incarcerated women reporting sexual abuse by a correctional officer. While the Prison Rape Elimination Act (PREA) provides recommendations to prevent and address sexual abuse, this social injustice continues to occur. Rape myths are a component of why sexual violence occurs and the resulting responses to the occurrence, and are shaped by context. However, no study has looked specifically at prison-based rape myths. This study seeks to address this gap by describing rape myths related to
sexual abuse experienced by incarcerated women and perpetrated by correctional officers. Content analysis was conducted with the legal files of eighteen incarcerated women who were sexually abused by correctional staff and part of a large class action lawsuit. An interdisciplinary research team reviewed these materials, including deposition and internal investigation files. The team identified rape myths specific to sexual abuse during incarceration and synthesize the findings into a model of the relationships between prison-based rape myths and how they function. While PREA recommendations may promote some change, additional efforts are needed to change the discourse about sexual abuse in prisons and to lessen the acceptance of prison-based rape myths. Suggestions for creating just policies and practices to address sexual abuse in prisons will be discussed, as well as questions regarding the tension of moving away from replicating paternalistic care while providing safety in prisons for women.

**S9-b: Rape Language**

- Kayla DeCant, Student, DePaul University

**Abstract:** With a surge of coverage around sexual assault and Title IX complaints on college campuses around the nation, many students are asking for programming to increase awareness of this issue on their campuses. This workshop is a tool that can be used as a catalyst for discussion on college campuses about rape culture: what it means, what it looks like, and what can be done about it. Through facilitation, this workshop looks into the various ways that rape culture is perpetuated through the language we use in everyday conversations, and understanding that nuances within language can have a larger impact on our society. This workshop also instigates future action and thought for its attendees by utilizing a worksheet as a physical takeaway from the event.

**S10: Combined Session**

**Room: TBA**

**S10-a: A Mixed Method Analysis of the Role of Administrative Support in Mitigating/Exacerbating the Effects of School Violence**

- Linda Ruiz, Student, DePaul University
- Samantha Reaves, Student, DePaul University
- Elizabeth A. McConnell, Student, DePaul University
- Eric Peist, Student, DePaul University
- Susan D. McMahon, Faculty, DePaul University

**Abstract:** Research on school violence has primarily focused on students, their roles as perpetrators, and their victimization experiences. Teachers have largely been ignored in the burgeoning literature on school violence. From an ecological perspective, teachers should be incorporated into our assessment, conceptualization, and intervention. When teachers have been examined, research has been limited to select types of victimization, student perpetrators, and administrator report, which may underestimate the extent of the issue. In this study, we address these gaps by taking a mixed methods approach to examining teacher victimization. Participants included 2,432 K-12 teachers from 48 states who completed a web-based survey assessing their experience with victimization. Preliminary results from open-ended qualitative questions suggest that victimization is common, perpetrators are varied, and the lack of support by administrators is often perceived as a primary type of victimization. This study will further explore the issue of support by using quantitative teacher ratings of support in conjunction with qualitatively coded open-ended responses to better understand the circumstances that lead teachers to feel either not at all supported or extremely well supported. Findings build upon our limited understanding of the role of support in either mitigating or exacerbating the effects of violence against teachers. Implications for school interventions, public policies, and future research will be discussed.

**S10-b: Faculty Perspective: Why Don't We Say "Yes" More Often?**

- Lonie Goldsberry, Technical Training & Communications Specialist and Adjunct Faculty, Century College, White Bear Lake, MN

**Abstract:** Retention and student success are on the goal list for most colleges in the country. Student success requires an educator who is willing to show them how to be successful in academics – even more so than our ability to impart knowledge. Why then do we constantly look for reasons to tell our students “No”? Why are we
(instructors/faculty) not exercising flexibility, compassion, and patience? Is it possible that we are too focused on rules and policies trying to ensure we hold our students accountable?

This presentation is intended to engage educators be employ critical thinking regarding the 21st Century goal of having a more educated society; one that includes traditionally under-served and at-risk students. Attendees will leave with ideas on how they can promote motivation, accountability, and success in their classroom absent (most of) the rules and regulations. Attendees will be challenged in their status quo management techniques of the classroom.

**S11: Combined Session**

**Room:** TBA

**S11-a: The Role of Practical Wisdom in Youth Practice**

- Dayana Kupisk, Graduate Student, Human Development and Family Studies, University of Wisconsin – Madison
- Stephen Small, Ph.D, Professor of Human Development and Family Studies, University of Wisconsin – Madison

**Abstract:** The present study examines the role of practical wisdom in the decision-making and problem solving processes of youth practitioners when responding to challenging practice-related dilemmas. While much research has been devoted to youth program effectiveness and best practices related to community work, much less attention has been given to understanding how youth practitioners actually solve problems as they go about their day to day practice working with youth. Interviews were conducted with twenty-four experienced youth practitioners who work in community-based youth programs with adolescents between the ages of thirteen and sixteen. The practitioners were asked to respond to a set of three challenging hypothetical youth practice-based problems and share one from their own experience. The responses were analyzed to understand the commonalities, differences and strategies in practitioner approaches and then considered through a practical wisdom framework. Youth practitioners who provide direct care services are often faced with difficult decisions that require quick responses to problems without clear, right solutions. By shedding light on the reasoning processes, strategies and actions behind such responses, this study hopes to provide a deeper foundation for understanding how experienced practitioners deal with difficult problems of everyday practice. Findings from this study can inform the types of skills, strategies and training that successful youth practitioners need in order to provide effective and appropriate services to youth.

**S11-b: Generativity in Adolescence: A Qualitative Study of High School Students**

- Ann Frisella, Graduate Student in Human Development and Family Studies at University of Wisconsin-Madison
- Shepherd Zeldin (PI), Rothermel Bascom Professor of Human Ecology, Youth and Community Specialist, Cooperative Extension at University of Wisconsin-Madison

**Abstract:** Learning environments which promote healthy psychosocial development and expose individuals to community-level involvement and leadership in adolescence are known to foster self-efficacy, belonging, and personal responsibility. This can provide the foundation for the motivation to be generative. Generativity is the psychosocial need to impart knowledge or skills and to create something that can be passed on to future generations. Securing generative concern in adolescence promotes a developmental trajectory based in purposeful identity and social cognition.

The ways in which adolescents conceptualize generativity is not well understood. A qualitative approach was relied upon to understand the generative capacities which already exist given the context in which students participate. Primacy was given to the adolescent’s voice in understanding what concepts or experiences are relevant to them --that which scholars have not yet emphasized. Using a triangulated approach I immersed myself in participant observation of a class which I then drew my participants from with the intention of conducting focus groups and several in-depth interviews.

This study will promote transparency and creativity through dissemination. Educators and practitioners will gain understanding of what matters when encouraging young people to make an impact on the next generation in their communities and of the interaction of school and peer relationship features. The outcomes of this study will contribute to educational and program development, emphasizing what works in students’ participation in diverse site-based learning, opportunities which enable them to have exposure to generative models and to channel their generative concerns. Dissemination methods will employ interactive digital media.
Abstract: When studying communities, we are often put into contact with people who have controversial beliefs that may or may not match our own. This can cause a conflict between the researcher’s own value system and the desire to accurately present the participants’ views. One presenter will discuss her experiences with the internet movement known as GamerGate and her online and offline interactions with people who identify as pro- and anti-GamerGate, as well as future directions for her work. Another will share her experiences interviewing cisgender women at the Michigan Womyn’s Music Festival about their attitudes towards the inclusion of transgender women in the festival.

Abstract: Many traditional psychologists would argue that analysis of greater abstractions of group levels, such as collaboratives and coalitions, are more in the realm of sociology than psychology. Many of us who emphasize the importance of interdisciplinary worry less if “systems-level” thinking is in the domain of sociology, organizational development or a host of other areas. Such competition among disciplines is a difficult conversation given that we systems-based psychologists want to be partners rather than competitors with theorists and researchers who have had different forms of training and take very different perspectives. Yet it is our responsibility as community psychologists to asset what the value-added contribution is to macro thinking from our community psychology perspective. What is this value-added that we offer? What does “psychology” have to offer research, theory, practice, and action to thinking about ecological systems, coalitions, and collaboratives? And where does our contribution to this macro level thinking need to grow?

Abstract: This presentation will describe horizons for culturally appropriate community engagement, the tensions that can arise in this work and tools that health and human service systems can employ to address the social determinants of health. This trifecta of factors (horizons, tensions and tools) will be examined through the lens of Community Health Worker (CHW) and other peer support models which are promoted in the Affordable Care Act and via some state level policies. Tensions can occur between communities and the integral institutions (health, human services, academia etc.) intended to serve them. Community Health Workers (CHWs) and other peer educators can help ameliorate these tensions with their cultural acumen and ability to facilitate bi-directional communication between individuals, communities and service providers. Peer-driven models have demonstrated the capacity to be effective tools in promoting health equity. The role for community psychologists in working with the CHW/peer workforce will also be illustrated. An overview of the current status of the CHW/peer programs and policies in Region V states (IL, IN, MI, MN, OH and WI) will be presented. The intersection of community psychology and community health work will be highlighted in the work of a community psychologist who has endeavored as a CHW to promote access to affordable primary health care through the Access to Care program, a nationally recognized public-private sector model and has collaborated to shape Illinois policy conducive to the CHW workforce, as an un-appointed community representative on the Illinois CHW Advisory Board.
Saturday, October 24th
SESSION 3: 1:30 PM – 2:30 PM

S15: Combined Session
Room: TBA

S15a: Understanding Engagement as Communication
- Karie Jo Peralta, Assistant Professor, University of Toledo

Abstract: Community engagement is a key element in projects that are truly community-based. The concern, therefore, is how this activity can be accomplished. The purpose of this article is to provide a theoretically-informed and practical response to this issue, which can be often a source of tension in projects. The focus is on how to act in concert with a community when involved in a community-based initiative. First, the usual ways in which planners, including academic researchers, collaborate with communities are critiqued. Second, communication is argued to be the core of community engagement. And last, a conclusion is provided that emphasizes that acting in concert with a community is necessary for the vision of its members to be realized.

S15b: Building Connections for Graduate Students with CBR Resources
- Elizabeth Tryon, University of Wisconsin, Assistant Director for Community Based Learning
- Cassandra Rademaecers, University of Wisconsin, Wisconsin Idea Fellows Graduate Assistant
- Haley Madden, University of Wisconsin, Community Based Learning Graduate Assistant
- Julissa Ventura, University of Wisconsin, Engaged Scholarship Graduate Assistant for the Partnership

Abstract: A tension at many institutions is that of units competing for scant resources for community-engaged work, but still finding themselves duplicating research or discovering large gaps in partnership development that could be better systematized for equitable access by community partners. Communication, siloing and the fact that these projects have many moving parts are challenges to work through.

The Morgridge Center for Public Service’s infrastructure includes tools to connect multiple projects and programs and enables faculty/staff, graduate students and community partners involved in various intersections of these programs to collaborate in order to amplify existing resources for maximum long-term impact.

For example, a new off-campus “Partnership” office has recently opened, and a graduate program assistant supported by MCPS to coordinate campus-community partnerships there is helping expand a humanities class for returning adult students, The Odyssey Project, coordinating with graduate students in the School of Education to include peer mentoring and literacy tutoring for children of the Odyssey cohort.

Presenters will demonstrate how these connections are supported through internal communication, monthly sessions showcasing PhD CBR work across campus, and a new Association of Graduate Engaged Scholars (AGES) – a community of practice designed to network and discuss issues and interests in CBR with mentorship from engaged staff practitioners and faculty.

Hearing attendees’ tensions in their own work, we will discuss in small groups how these tools can be tailored to specific needs, group-think other strategies, and work together to create individual or collective action plans to improve CBL/CBR practice.

S16: Combined Session [Roundtable]
Room: TBA

S16a: From Wondering About Research to Working in It: The Undergraduate Research Experience
- Karina Reyes, Ph.D., University of Illinois at Chicago
- Leonard Jason, Ph.D., DePaul University
- Brittany Myers, M.A., University of Illinois at Chicago
- Andrew Devendorf, DePaul University
- Violetta Janowiak, University of Illinois at Chicago
- Bernardo Loiacono, DePaul University
- Janet Mendez, University of Illinois at Chicago
Abstract: This proposal is for a roundtable discussion of undergraduate students’ experience finding and getting research experience. Undergraduate students will discuss their experience entering the world of research, from learning about the importance of research to joining someone’s lab, and ultimately producing scholarly work from these experiences. A facilitator will pose questions to students, for example: 1) what drew you to research, 2) how did you get your research position/experience, 3) what was the format of your learning experience, 4) what skills did you learn, 5) what scholarly activities were you introduced to through this experience, and 6) what were some additional benefits of being a member of a research team. The goal of the roundtable discussion is to describe the process of getting research experience and the growth afforded to students both professionally and personally.

S16b: Community Development in Guatemala: Planting Seeds of Success
• August Hoffman, Metropolitan State University
• Rich Downs, Metropolitan State University
• Jamie Luttrell, Student, Metropolitan State University
• Adriana Del Real, Student, Metropolitan State University
• Mark Zownirowycz, Student, Metropolitan State University

Abstract: The current qualitative study explored the relationship between student participants and community members who participated in a fruit tree planting project in a rural Guatemalan village. Twelve student volunteers from Metropolitan State University, University of Iowa and the University of Minnesota participated in a fruit tree planting project in a rural area of Guatemala. Seven Hundred Fifty trees were planted by community members and students to help improve nutrition and sustainability within the community. Interviews with community members as well as student participants were recorded and suggestions for future research addressing community development are offered.

S16c: Advancing Community Psychology through the Utilization of Undergraduates: A Collaborative Discussion Facilitated by Undergraduates
• Strzyzykowksi, T., Michigan State University
• Chiaramonte, D., Michigan State University
• Escobar, M., DePaul University
• Evans, B., Michigan State University
• Hartlieb, S., Michigan State University
• Hause, H., Michigan State University
• O’Brien, J., DePaul University
• Short, J., Michigan State University
• Talkovic, A., Michigan State University
• Walters, E., Michigan State University
• Watson, A., Michigan State University
• Whipple, C., DePaul University
• Additional Contributors: Rainey, M., Michigan State University

Abstract: In this roundtable, undergraduates involved in three distinct youth-focused projects from two universities collaborate to discuss the importance of creating opportunities for undergraduates in community-based research. The experiences of facilitators include working in advocacy, evaluation, and program implementation in following systems: juvenile justice, healthcare and public schools. The discussion focuses on the reciprocal relationships formed that benefit not only to the undergraduate and Principal Investigator but also to the community. Taking part in action-based research increases the understanding of issues pertinent to diverse populations and to unique communities. Merely learning about social justice issues without an opportunity to apply that knowledge detracts from the pillars of community psychology. The implications of this discussion are multifaceted. These opportunities raise awareness of action-based community research, challenge stigma surrounding youth, and provide professional development to those who will one day be responsible for the advancement of the field. More specific topics to be discussed are the integration of youth perspective to be more representative of communities, sustainability and cost.
effectiveness, undergraduates as peer leaders, networking, and traits of undergraduates that enable contribution. Following this discussion, conference attendees should be more informed about undergraduate involvement and the impact of creating opportunities for this population to contribute in the advancement of community-based research.

**S17: International Community Psychology Research: Incorporating Global and Local Perspectives [Roundtable]
Room: TBA**

- Ronald Harvey, PhD, Organizer, Presenter, DePaul University
- Leonard A. Jason, PhD, Presenter, Center for Community Research, DePaul University
- Mayra Guerrero, Presenter, DePaul University
- Arturo Soto-Navarez, DePaul University

**Abstract:** Community Psychology research can and should encompass global perspectives and involve international collaborations to inform theory and to provide alternative perspectives of home-country interventions. This symposium will describe current and proposed international community psychology research on substance abuse recovery settings in Bulgaria, Ghana, Nigeria, and Kenya. We will describe the projects, the funding mechanisms used, which include Fulbright U.S. Student and Scholar grants, and several grant mechanisms from the National Institutes of Health. Some of these projects represent introducing new systems into countries that currently do not offer or advocate treatment of addictions on a cultural level; other countries have created recovery communities at the grass-roots level based on necessity and lack of capacity from governments and health care systems. As such, there are inherent tensions and the possibility of rejection and hostility faced by both U.S. and in-country collaborators. Surely, new, unanticipated challenges will appear on the horizon in these countries. As international community psychology researchers, we shall examine the values of our discipline and the tools necessary to address these challenges.

**S18: Combined Session
Room: TBA**

**S18a: GROWing and Evaluating Outdoor Classrooms: Community Partnerships in Education**

- J. Ashleigh Ross, PhD, Outdoor Learning Facilitator, Madison Metropolitan School District
- Claire Berezowitz, EdM, MS, Doctoral Student, University of Wisconsin-Madison
- Victoria Faust, Civil Society and Community Research, Doctoral Student, University of Wisconsin-Madison

**Abstract:** The Digging In/Growing Outdoor Classroom (GROW) program was a three year pilot project that provided educator professional development about how to utilize outdoor education as a teaching method to improve student engagement with learning. GROW also funded the installation of outdoor classrooms and gardens at 15 area schools. GROW was spearheaded by the Madison GrassRoots Outdoor Wonder (GROW) Coalition, funded by the Madison Community Foundation, and administered by the Madison Metropolitan School District (MMSD) in partnership with GROW Coalition member organizations. These member organizations included the following: Sustain Dane, Community GroundWorks, UW/Dane County Extension, Madison Metropolitan School District, and in the first half of the program, Community Action Coalition and Health Forward Consulting. UW-Madison students and faculty were involved in the GROW program periodically through structured courses, and faculty/staff also consulted and provided technical expertise throughout the three-year project. The program evaluation has been a collaboration between the GROW Team and UW-Madison faculty, graduate instructors, and undergraduate and graduate students.

Conference presenters will discuss the tensions inherent in a multi-institutional partnership project and evaluation. We will discuss the challenges and tensions among the competing goals and needs of a community-based coalition (i.e., GROW), a school district grant administrator, and UW-Madison faculty and students who partnered in order to carry out a comprehensive, mixed-methods program evaluation as well as the tensions between MMSD and the GROW partners as it relates to MMSD’s specific goals, priorities, and challenges as an institutional partner and administrator as well as the inherent challenges of maintaining outdoor classrooms.

This discussion will be helpful for other practitioners (regardless of content areas) in balancing multiple partnership needs, directing undergraduate and graduate project assistance, and conducting community-based evaluation.
S18b: Transformational Research-Practice Partnerships: District Perspectives on University Action Research

- Dr. Beth Tarasawa, Research Scientist, Northwest Evaluation Association
- Additional Contributors: Dr. Nicole Ralston, Assistant Professor, University of Portland; Dr. Jacqueline Waggoner, Associate Professor, University of Portland

Abstract: Although transformational partnerships are gaining in popularity, transactional partnerships are still more common among school district and university relationships. As a result, transformational partnerships have not been extensively evaluated to examine the potentially mutual benefits. This study examines the impacts of one transformational partnership between a university, a non-profit research education organization, and six public school districts. Our findings suggest that research collaborations may serve as a model of a successful transformational partnership that benefits the district stakeholders. We argue that in a world of tightening education budgets and the reduction and elimination of research and evaluation departments, a district-university partnership may be one method to provide needed research to guide effective instructional practices and to evaluate current programs in a no-cost, time-sensitive manner.


Room: TBA

- Daphna Ram, Ph.D., Project Director, Center for Community Research, DePaul University
- LaTrice Wright, M.A., Research Associate, Center for Community Research, DePaul University
- Jamie Bobert, B.A., Research Assistant, Center for Community Research, DePaul University
- Jocelyn R. Droeger, M.S., Graduate Student, DePaul University
- Tonya Hall, Ph.D., Associate Professor, Chicago State University
- Leonard A. Jason, Ph.D., Professor, Center for Community Research, DePaul University
- Brittany Myers, M.A., Graduate Student, University of Illinois at Chicago
- Jessica Norman, M.A., L.P.C., Graduate Student, National Louis University
- Karina Reyes, Ph.D., Professor, University of Illinois at Chicago
- LaVome Robinson, M.S., Graduate Student, University of Wisconsin – Madison
- Bayley Taple, B.A., Research Assistant, Center for Community Research, DePaul University
- Christopher Whipple, B.S., Graduate Student, DePaul University

Abstract: The recent events in the media have shifted the discourse surrounding race, identity, and mental health towards the forefront of society. What is unclear, however, is the function of racial identity in moderating an individual’s ability to manage stressful events and environments. The purpose of this roundtable is to discuss the role of racial identity as a protective or risk factor when coping with stress. Though it is well-established that positive self-identity is associated with well-being, the relationship between racial identity and well-being is more complex. In African Americans, for example, racial identity has been linked to self-esteem, anxiety, perceived discrimination/prejudice, and even suicide attempts. This suggests that clinicians and researchers should not subscribe to a “one size fits all” approach when developing and providing treatment interventions for individuals with various ethnic/racial backgrounds. This roundtable will examine how racial identity specifically influences an individual’s real-world experiences, and the therapeutic implications of these experiences. In particular, we will discuss possible mechanisms underlying individuals’ perspectives regarding racial identity. Furthermore, preliminary data from a culturally-adapted Coping with Stress Module currently being utilized with this population will be discussed.

S20: Making a Difference through Advocacy: Challenges to Our Field [Symposium]

Room: TBA

- Tricia Pendergrast, DePaul University
- Leonard A. Jason, DePaul University
- Sarah Ullman, University of Illinois – Chicago
- Danielle Chiaramonte, Michigan State University
- Madison Sunnquist, DePaul University
• Abigail Brown, DePaul University
• Hannah Feeney, Michigan State University
• Rachael Goodman-Williams, Michigan State University

**Abstract:** In their efforts to advance inquiry and action for social change, community psychologists work with many diverse populations including patients and their advocacy groups. No matter the focus of one’s research, the relationships between research professionals and advocacy groups are mutually beneficial and often vital to the effectiveness of both parties. The origins and compositions of these groups are diverse, yet the most successful advocacy groups wield influence capable of affecting how community psychology research is conducted, appreciated and received by the federal government as well as within the private sector. A group from DePaul University researching a stigmatized chronic illness with a marginalized patient population will share their experiences; collaborating with a patient advocate on a project, partnering with advocacy groups to disseminate patient questionnaires and advocacy group reaction and response regarding research on a controversial topic. Sarah Ullman will discuss the importance of using a sensitive, feminist approach to research within the context of successfully developing collaborative relationships with sexual assault/rape advocates over the course of her career. A group at MSU discuss benefits of incorporating voices of advocacy groups throughout diverse graduate practicum experiences. The goal of this exploration of advocacy groups is to stimulate a critical discussion and invite attendees to share their own views, experiences and questions regarding working with advocacy groups.

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**S21: Whole Community Methodologies: Triangulating Diverse Data Modalities Toward Unified Understandings [Workshop]**

**Room:** TBA

• Dan Cooper, Adler School of Professional Psychology
• Judah Viola, National Louis University
• Brad Olson, National Louis University

**Abstract:** How do we understand and help stakeholders understand, from a holistic perspective, the deeper meaning of a community initiative in a place-based location? As future evaluators and consultants the goal of a project may be less about understanding whether a content-based program worked and more about whether a particular place-based community has transformed a particular community? Habitat for Humanity is the world’s largest organization that is focused on obtaining homeownership for those who would otherwise not be able to afford it. Yet Habitat’s new National Revitalization Initiative (NRI) attempted to focus their efforts on hard hit neighborhoods throughout the country, using participatory means, and many local partnerships. This methodological workshop focuses on three different methodologies but more importantly discusses the triangulation of interpretation across the different sources of information. Description and guidance on methodologies will include: qualitative community narratives (Olson), quantitative whole community methods (Viola), and mapping and visual methods (Cooper). Collaborative brainstorming with those present will then focus on collectively improving the concept of whole community methodologies.
POS1: Do You Wish to Prosecute the Person Who Assaulted You?: Untested Sexual Assault Kits Of Rape Survivors Assaulted as Adolescents

Abstract: Detroit, Michigan is one of a growing number of cities that have large numbers of unsubmitted sexual assault kits (SAKs). In August 2009, as part of a review of police evidence storage procedures, an assistant prosecutor noticed approximately 10,000 SAKs in a remote Detroit Police Department (DPD) storage facility. In response to the discovery of so many untested rape kits, the Michigan Domestic and Sexual Violence Prevention and Treatment Board (MDSVPTB) utilized federal grant funding from the Department of Justice, Office on Violence Against Women to create The 400 Project. As part of the 400 Project, a multidisciplinary team was formed to review the testing results and to decide if, how, and when to notify survivors about the DNA testing results (a victim notification process). The current study focuses on understanding the experiences of 15 rape survivors who were adolescents at the time they had the MFE/SAK performed and made their police report (i.e., they were ages 12-17 at the time of the assault and MFE/SAK) and who were a part of this victim notification process. This study will review these experiences and draw conclusions regarding the pathways that ultimately influenced survivors’ decisions to work with the criminal justice system at the time of their victim notification (i.e., if they would like to prosecute the individual who assaulted them 2-15 years prior). Understanding how survivors who had been adolescents at the time of the assault react to notification can help inform future protocols and ensure that police personnel are well-attuned to the specific needs of this population.

POS2: Dating Violence: Predictors in Adolescent Males

Abstract: People across the world are affected by dating violence and intimate partner violence (IPV). Much work has focused on the survivor and less on the men who have engaged in abuse and the broader contributing societal factors around masculinity. This current study focuses on different characteristics that may contribute to male youth becoming offenders. The point is to examine how societal gender roles can contribute to dating violence. One hypothesis is that women desire a man to be “strong”, that the male will not be a push-over, be aggressive during sex, get jealous, and other factors that showcase violence in the relationship, but also have an expectation of kindness, respect, tolerance and many of the opposite qualities; this potentially creates a cognitive dissonance in males. Other key factor are also discussed, such as violence in the media, intergenerational transmission of violence, substance use, getting bullied or starting to bully in school, and violence in the first relationships in adolescence. This study will hopefully lead to findings that may help contribute to changes in societal norms about men and women’s views toward masculinity in relationships.

POS3: Defining Self-Identified Multiracial Americans’ Political Milieus

Abstract: Due to the growth of immigration and interracial marriages in the United States, the percentage of Americans identifying with one or more races will continue to increase; therefore, it is important to gain a critical understanding of this growing population’s opinions regarding government policy and politics. Questions concerning identity construction, psychological wellbeing, and socialization have recurred throughout recent research discussing multiracial Americans. If the identity construction, psychological well-being, and socialization of individuals who self-identify as multiracial differs from those who only identify as one race, it is plausible that their political ideologies will differ as well. The current study investigates the milieus of individuals in hope to determine how their daily interactions outside of their government determined census block shape their political ideologies. By using geographic location data tracked by an iPhone application downloaded by a nationally representative sample of 400 individuals residing in the Saint Louis metropolitan area, the study seeks to determine how individuals interact outside of their census block. Location data will be combined with
smartphone based surveys, which will be available for completion any time the participant is using the application, asking participants a variety of questions concerning their attitudes towards current events, policies, and politics. Potential implications of the study include a shift in understanding American political socialization in the 21st century, policy changes, and a step towards a more refined perspective on the relevancy of racial and ethnic construction in the United States within academic literature and societal dialogue.

**POS4: Suffering in Silence: A Comparison of Symptomology and Functionality in Severely Ill Patients with ME/CFS**

- Tricia Pendergrast, Research Assistant, DePaul University
- Dr. Rachel Jantke, Project Director, DePaul University
- Pamela Nehrke, Research Assistant, DePaul University
- Jane Kemp
- Abigail Brown, Doctoral Student, DePaul University
- Dr. Leonard Jason, Director, Center for Community Research, DePaul University

**Abstract:** It is estimated that 25% of individuals with myalgic encephalomyelitis (ME) or chronic fatigue syndrome (CFS) are confined to their homes due to severe symptomology. Members of this marginalized population (housebound patients) are the most severely affected, yet minimal literature focuses on patients who are housebound. In order to enact change for this patient population, empirical inquiry into their severe condition is a necessity. The present study compared housebound and not housebound patients with ME, CFS or ME/CFS across areas of functioning, symptomology, and illness onset characteristics. Individuals were compared on two measures of disability and impairment, the Medical Outcomes Study 36-item short-form health survey (SF-36) and the DePaul Symptom Questionnaire (DSQ). Preliminary results revealed that the housebound sample was significantly more impaired with regards to physical activities, bodily pain, vitality and social functioning compared to individuals who were not housebound. Housebound individuals reported more severe symptomology than not housebound individuals across all domains: fatigue, post-exertional malaise, sleep, pain, neurocognitive, autonomic, neuroendocrine and immune function. Housebound individuals spent significantly less time on household tasks and with family than non-housebound individuals. Housebound individuals reported having significantly more fatigue and less daily available energy compared to non-housebound individuals. These preliminary findings suggest that housebound patients have more impairment on functional and symptom outcomes compared to non-housebound individuals. These findings set the stage for future research; understanding the differences and similarities between housebound and not housebound patients may allow physicians and researchers to better understand the full spectrum of this illness.

**POS5: Chronic Fatigue Syndrome: Assessing Activity Subjectively and Objectively**

- Bernardo Loiacono, Volunteer Research Assistant, DePaul University
- L. Nicholson
- Dr. Leonard Jason, Director, Center for Community Research, DePaul University

**Abstract:** Chronic Fatigue Syndrome (CFS) is a disease that is detrimental to many areas of a person’s health and can affect daily living (Fukuda, 1994). CFS has been estimated to affect more than a million people in the United States (Jason, 1999) however those with CFS may be marginalized due to misunderstandings within the medical community. Sufferers of CFS tend to avoid normal levels of activity due to the cardinal symptom post exertional malaise (PEM). This symptom causes patients to crash after exerting themselves either cognitively or physically. The present study utilizes a community based sample that focuses on the prevalence of pediatric CFS. One aspect of this study focuses on activity levels in adolescents who are experiencing CFS-like symptoms. ActiGraph monitors have been used in previous research to collect data on energy and sleep cycles (Tryon, Jason, Frankenberry, & Torres-Harding, 2004). Activity is difficult to operationalize among participants when relying on subjective measures. ActiGraphy enables researchers to measure activity in an objective way. Additionally, this record of daily activity provides quantifiable data that can distinguish CFS from healthy controls or other diseases. The goal of the current study is to compare subjective and objective data to see how they correlate. Currently, CFS does not have any diagnostic tests to confirm diagnosis, therefore objective measures of activity could potentially validate the reduction in activity patients’ experience. Therefore it is necessary to use ActiGraphy to better define how activity is affected in CFS patients. Preliminary findings for the current study will be presented.
**POS6: Development of a Short Form of the DePaul Symptom Questionnaire**

- Pamela Nehrke, Research Assistant, DePaul University
- Madison Sunquist, Doctoral Student, DePaul University
- Tricia Pendergrast, Research Assistant, DePaul University
- Abigail A. Brown, Doctoral Student, DePaul University
- Dr. Leonard A. Jason, Director at Center for Community Research, DePaul University

**Abstract:** Myalgic encephalomyelitis (ME) and chronic fatigue syndrome (CFS) affect 0.42% of the population in the United States (Jason et al., 1999). ME and CFS symptoms can include post-exertional malaise, cognitive difficulties, and muscle and joint pain (Jason et al., 2010). The DePaul Symptom Questionnaire (DSQ) was developed to assess the experience of individuals with ME and CFS; this measure consists of 99 items that examine the intensity of common symptoms, medical, psychiatric, and social history, factors that predate illness onset, and energy availability and expenditure. The DSQ demonstrates good construct, convergent, and discriminant validity and excellent test-retest reliability (Jason, So, Brown, Sunquist & Evans, 2015). While this instrument evidences strong psychometric properties, it faces a challenge of constituent validity: the questionnaire requires substantial cognitive energy to complete. As such, study participants have recommended the development of a short form DSQ. The current presentation will discuss the process of shortening a questionnaire while balancing the psychometric requirements of researchers with recommendations from the patient community. This project aims to create a shorter, more efficient version of the DSQ that is manageable for participants to complete, regardless of illness severity, while remaining a useful tool for researchers and physicians. This process aligns closely with this year’s ECO Conference theme in attempting to fix an existing tension within our personal network by creating a useful tool for individuals with ME and CFS, researchers, and physicians.

**POS7: Volunteer Retainment in Community Psychology**

- Tricia Pendergrast, Research Assistant, DePaul University
- Patrick Cronin, Volunteer Research Assistant, DePaul University
- Bernardo Loiacono, Volunteer Research Assistant, DePaul University
- Andrew Devendorf, Research Assistant, DePaul University
- Dr. Rachel Jantke, Project Director, DePaul University
- Dr. Leonard Jason, Director, Center for Community Research, DePaul University

**Abstract:** Community psychology departments are built upon the teamwork of many parties: professors, graduate students, post-baccalaureate research assistants, and undergraduate volunteers. Conducting research is an integral component of any academic setting, and undergraduate student volunteers are often utilized to help carry out the daily tasks of these projects. These undergraduate volunteers are an invaluable resource, as they invest countless hours in one or several labs over the course of their academic careers. Volunteers are trusted members of the research team and have a direct effect on research accuracy, effectiveness, and speed of advancement. Retention of committed, passionate, and dedicated volunteers is essential for the production of quality research that forwards inquiry and action for social change. Undergraduate research assistants from DePaul University’s Center for Community Research will present representative examples of their group experiences volunteering in a study that examines chronic illness and a marginalized patient population. In an effort to inform graduate students and principle investigators how to better recruit and retain volunteers, qualitative information will be presented in a poster format and address the reasons why volunteers commit to a project, as well as what motivates them to stay with a research group for an extended period of time.

**POS8: Barriers and Facilitators of Economic Advocacy for Culturally Specific Populations**

- Christina Soibatian, DePaul University
- Mimi Zakarian, DePaul University
- Annie Wegrzym, DePaul University

**Abstract:** Domestic violence advocates tend to accompany and support victims as they navigate community systems (e.g. legal, medical, and social) to obtain needed services and prevent future partner violence. Research suggests victims believe economic services will increase their sense of safety in abusive relationships. Although advocates acknowledge economic services are critical to victims’ safety, little research has examined what facilitates or inhibits advocates’ work on economic...
services with survivors. These facilitating and challenging factors will be explored in the context of domestic violence agencies that work to support culturally specific populations. The current study collected qualitative data from a sample of domestic violence advocates (n=20) in the state of Illinois. Based on their agency practices, participants shared factors that affected their ability to support women through economic advocacy. The current data will focus on unique factors related to providing economic advocacy to culturally specific populations. Data was analyzed using thematic content analysis. Preliminary results will be presented. Implications for training, technical assistance, funding, and other resources for working with women on economic services will be discussed.

**POS9: Focal Topics of Economic Advocacy for Domestic Violence Survivors**

- Christina Soibatian, DePaul University
- Annie Wegryn, DePaul University
- Mimi Zakarian, DePaul University

**Abstract:** Research suggests domestic violence survivors may face numerous economic problems that can keep them from becoming economically empowered, and in turn, increase risks to their safety. Advocates in domestic violence organizations play an instrumental role in helping survivors access economic resources. Yet, little research has examined advocates’ experiences working on economic issues with survivors. Capturing the focal topics advocates use to address survivors’ economic challenges will help further develop the tools and resources domestic violence agencies need to work with survivors on economic services. The current study collected qualitative data from a sample of domestic violence advocates (n=20) in the state of Illinois. Based on their agency practices, participants shared what topics they focused on and how they provided economic services to survivors. Data was analyzed using thematic content analysis. Preliminary results will be presented. Implications for training, technical assistance, funding, and other resources for working with women on economic services will be discussed.

**POS10: Broadening Horizons in Community Organizing: A Case Study Analysis of Gideon’s Army**

- Leah Samples, M.Ed. Student, Community Development & Action, Vanderbilt University
- Erin McCauley, M.Ed. Student, Community Development & Action, Vanderbilt University

**Abstract:** Gideon’s Army—a community based organization—has been working to strengthen ties amongst the Nashville community through community engagement, teaching, and raising awareness of community issues such as the school-to-prison pipeline. The organization runs several programs including H.E.A.R.T. Mentors (a program that uses restorative justice to restructure school-ecosystems), Peace Builder Advocates (a program that guides students and families through school disciplinary processes), and youth advocacy. Another aspect of Gideon’s Army’s unique interventions in the inclusion of Theatre of the Oppressed, a social-justice technique that uses theatre and performing to make creative and empowering spaces for free expression, empathy-building, and problem solving. Gideon’s Army uses Theatre of the Oppressed as a tool for creating critical discussion amongst community stakeholders. Theatre of the Oppressed attempts to harnesses creativity to expand the horizons of community stakeholders with the hopes of creating a more just community. In-depth interviews were conducted in conjunction with period observations and Facebook content analysis to explore how creativity in structure and content work synergistically to create more equitable communities. Results from a case study analysis of Gideon’s Army identify specific structural barriers to community organizing and illuminate ways in which organizations can strategically use creativity to organize communities to enact change.

**POS11: Sensitivity in Recruitment: Issues in Recruiting Participants from Multiple Disease Groups**

- Diana Ohanian, Research Assistant, DePaul University
- Abigail A. Brown, Doctoral Student, DePaul University
- Dr. Leonard Jason, Director, Center for Community Research, DePaul University
- Madison Sunquist, Graduate Student, DePaul University

**Abstract:** Persons with Multiple Sclerosis, Lupus, Cancer, and ME/CFS have reported “fatigue” to be an extremely debilitating symptom. Nevertheless, little work has been done to differentiate the presentations of fatigue in these different illnesses. Previous research has suggested that fatigue may ebb and flow due to the disease process (Tayer, Nicassio, Weisman, Schmuman and Daly, 2000). However, these findings are limited and have been refuted by other
Fatigue has also thought to be the result of depression that accompanies some of these illnesses but this too has been frequently refuted or found to not be significant enough (McKinley, Ouellette, and Winkel, 1995). This lack of clarity regarding fatigue symptomatology has contributed to stigmatizing and disenfranchising persons with ME/CFS. It also has sustained ignorance surrounding the complex struggle that persons with all these illnesses experience with fatigue. In an attempt to address this research gap this study has started to recruit individuals with MS, Lupus, Cancer and ME/CFS to take the DePaul Symptom Questionnaire which is a validated instrument that assesses fatigue symptomatology. However, this effort has proved to be complicated. Therefore, this poster will present different difficulties and roadblocks when recruiting participants from multiple illness areas. This poster will consider the following issues: email recruitment, phone recruitment, social media recruitment, the importance of demonstrating the utility of research to different illness groups, and communicating respect to groups relative to the hardships that each individual illness brings. Preliminary data will also be presented.

**POS12: Chronically ill, Chronically Stigmatized, Chronically Traumatized: A Literature Review of the Trauma of Living with a Stigmatized Illness**

- Diana Ohanian, Research Assistant, DePaul University
- Laura Nicholson, DePaul University
- Pam Nehrke, Research Assistant, DePaul University
- Dr. Leonard Jason, Director, Center for Community Research, DePaul University

**Abstract:** More than 35 million people worldwide are living with HIV/AIDS, 44.4 million with dementia, 2.5 million with multiple sclerosis, and while the worldwide prevalence of myalgic encephalomyelitis is debated, there are an estimated 1 million Americans living with ME/CFS. Being diagnosed with a chronic illness is understandably traumatic. The trauma of living with a chronic illness can increase and decrease in accordance to the progression of the disease. Literature on the topic has indicated that chronic illness infiltrates one’s livelihood, one’s emotional relationships, and one’s role in society (Frank, Lloyd, Flynn, et al, 2006). When the illness carries stigma, whether it be from media portrayals of an illness, poor understanding of the illness, lack of respect for the afflicted, or disenfranchisement of the afflicted the experienced, more trauma is experienced (Garand, Lingler, Connor, and Dew, 2009). This poster will review literature on the impact of having a stigmatized illness. This review aims to analyze how stigmatized illnesses can be a source of unique trauma and how this trauma affects quality of life of those living with a chronic illness. Similarly, we will explore the source of stigmatization to consider how to reduce trauma for patients with chronic illnesses. Considered illnesses will include myalgic encephalomyelitis, AIDS, dementia, Alzheimer’s disease, and multiple sclerosis.

**POS13: Analysis of Reasons for Participant Exclusion in a Community-based Study**

- Candace Karnish, Loyola University, Research Volunteer
- Kelly O’Connor, DePaul University, Research Assistant
- Rachel Jantke, DePaul University, Project Director
- Dr. Leonard Jason, DePaul University, Director for Community Research

**Abstract:** Pediatric Chronic Fatigue Syndrome (CFS) is a severe, debilitating illness characterized by incapacitating fatigue along with a myriad of other symptoms. It has been determined that anywhere from 50-80% of adolescents with CFS experience a severe decline in activity and academic performance (Jason, Barker, Brown, 2012). The absence of a collectively recognized case definition has resulted in a decline in diagnostic credence and left patients marginalized from care. The current study is part of a broader study exploring the epidemiology of Pediatric CFS in a community-based sample. Participants were recruited using a brief screening questionnaire that collects parent/guardian reports on the child’s CFS-like symptom frequency and severity. Reports to meet a screen “positive” symptom threshold were reviewed to determine whether they should participate in Stage 2. The purpose of current study is to examine common reasons for excluding children from Stage 2, based on the participant symptom summary and the broader knowledge of the research team. The data were coded by two independent raters into 11 themes. Results indicate that children were most often excluded from Stage 2 because some or all of the child’s symptoms were related to engaging in excessive/frequent activity, a pre-existing health condition, or because they were not experiencing post-exertional malaise. As community psychologist we have a firm commitment to the empowerment of citizens and our results assist us in maintaining our focus on defining a universally accepted case definition in order to reduce the stigma associated with pediatric CFS and facilitate proper diagnosis and treatment.
**POS14: Gaining Youth’s Perspectives and Experiences with Youth-Adult Partnerships**

- Sara M. Serritos, Department of Psychology, DePaul University
- Bernadette Sánchez, Ph.D, Department of Psychology, DePaul University

**Abstract:** A promising framework in youth development is Youth-Adult Partnerships (Y-AP). Y-AP has the potential to strengthen current youth programing and enable positive youth development. However, prevailing cultural norms and societal structures create tension between youth and adults. Youth are prohibited from mobilizing and collaborating with adults, which hinders the implementation of Y-AP in the lives of youth. This research investigates youth’s perspectives and experiences with Y-AP. The research questions examined were: a) What are youth’s perspectives and experiences with youth-adult partnerships? and b) How do youth’s experiences with adults reflect the elements of Y-AP? Twenty-six racially/ethnically diverse adolescents (ages 15-21) from community-based organizations discussed their experiences with adults in five focus groups. Focus group discussions were transcribed and qualitatively analyzed for the four core Y-AP elements of authentic decision making, community connectedness, natural mentoring and reciprocal activity. Findings revealed youth’s encounters with adults reflect these elements of Y-AP and indicated overlapping instances of Y-AP core elements. This research contributes to a broader understanding of youth’s relationships with adults as a tool for encouraging youth participation and establishing community change.

**POS15: Looking Back 25 Years: How Teachers and Counselors Contributed to Latino High School Students’ Academic Self-Perceptions**

- Kristina Todorovic, B.A., University of Illinois at Chicago
- Karina Reyes, Ph.D., University of Illinois at Chicago
- Brittany Myers, M.A.

**Abstract:** The current research is a 25-year longitudinal follow-up study, which examines the role of teacher expectations and counselor and teacher support on the academic self-perceptions and motivation of Latino adolescents as reported retrospectively in the present. In the original study, 16-year-old participants were assigned a low- or high-risk status for dropping out of high school based on the number of absences and course failures. Nine participants (n=7 males) from the original study participated in video- and/or audio-recorded, semi-structured interviews. Findings revealed that participants who were originally identified as high-risk reported receiving messages at school that negatively impacted their self-perceptions, despite experiencing some instances of caring support from teachers. In addition, these participants reported being less motivated to challenge themselves as high school students. In contrast, participants who were characterized as low-risk reported positive messages and even, life advice, from teachers/counselors that positively impacted their academic self-perceptions. In turn, they felt a greater sense of self-efficacy and motivation to work hard in school.

**POS16: Modeling the Social Networks of At Risk Heroin Users**

- Zachary Siegel, Research Assistant, DePaul University
- Simona Ciobotaru, Center for Community Research, DePaul University
- Sarah Callahan, Doctoral Candidate, DePaul University
- Leonard Jason, Director, Center for Community Research, DePaul University

**Abstract:** Heroin users who actively share needles and other instruments used to prepare injections are at greater risk for acquiring infectious diseases such as HIV. The purpose of this presentation is to explore the social networks of at-risk heroin users, and determine whether people in their network are supportive of their recovery from substance abuse. The Important Person Inventory, a social network instrument, was given to 270 ex-offenders (224 men, 46 women) transitioning from treatment to Oxford House residences, Safe Haven therapeutic communities, or to usual aftercare. A 6-month follow-up was completed by 176 participants (137 men, 39 women). This study models a few of these participants who reported sharing needles and other instruments to prepare injections. Social network analysis will be demonstrated as an effective tool for understanding a recovering person’s dynamic relationships with those they surround themselves with. In order to better understand and support people with addictions, it is critical to understand these recovery-supporting relationships for creating effective social interventions for persons in recovery.
POS17: Examination of the Acculturation Process among Latinas/os living in Communal Recovery Settings

- Roberto Lopez-Tamayo, M.A., DePaul University
- Jamie Bobert, B.A., DePaul University
- Leonard, A. Jason, Ph.D., DePaul University

Abstract: The inclusion of acculturation in substance abuse models further our understanding on the sociocultural and contextual factors that promote abstinence among Latinas/os in substance use recovery. However, acculturation models have been criticized for assessing aspects of acculturation, while failing to examine the acculturation process. Understanding how socialization processes and skill-acquisition influence the recovery process is key to develop prevention interventions for this population. Communal recovery homes may facilitate acculturation process among Latinas/os, particularly culturally modified houses for those born outside the U.S. The proposed study aims to explore the experiences and relationships with other house residents of 84 Latinas/os (80% male, 53% U.S. born, Mage = 37 years, SD = 10.1 years) in substance use recovery have during their stay in an Oxford House (OH). Descriptive analysis will be used to examine responses from a multiple-choice questionnaire on house experiences and relationships with both, traditional and culturally modified OH residents. A moderation analysis will be employed to assess the association between length of stay in OH and acculturation at 6-month follow-up with treatment (i.e., traditional OH vs culturally-modified OH) as moderator, using acculturation as a covariate. Findings will further our understanding of acculturation as a critical tool to promote substance use recovery and wellbeing among Latinas/os.

POS18: Unaccompanied Refugee and Immigrant Minor (URM) Status and Community Based Services: The Perspectives of Social Workers and the Role of Community Based Researchers

- Kathryn A.V. Clements, Graduate Student, Michigan State University

Abstract: Immigration research is becoming more visible in the U.S. as an election season approaches, and the issues immigrants face are being discussed in more public spaces. One subgroup of immigrants includes Unaccompanied Refugee Minors (URM): Youth without caregivers who have migrated to the U.S. via United Nations refugee resettlement programs, or youth without refugee status but who have a claim for protection similar to refugees’, including persecution and violence in their home country, economic instability, and family reunification. The presence and needs of URM recently attracted public attention due to an influx of unaccompanied children at the southern border of the U.S. Literature suggests the areas of mental health, education, employment, and legal assistance are focal points of need for these youth, but that needs and service availability may differ by type of URM status. This study investigated how staff at a local URM resettlement agency viewed the impact of status on needs, availability and quality of services in these areas, as key gatekeepers connecting URM youth with service providers. Findings suggested that while staff were able to identify some differences by status, there are some areas URM experiences in the community that may be difficult for them to address. The implications of this study explicitly probe conference attendees to consider and discuss the role of community researchers in advancing the future of immigration research from a social justice perspective, given the tensions inherent in such a politically charged, underdeveloped area of research.

POS19: Rape Culture on College Campuses

- Kayla DeCant, DePaul University
- Theresa Luhrs, Faculty Advisor, DePaul University
- Juline Girts, Research Assistant, DePaul University
- Jack O’Brien, Research Assistant, DePaul University

Abstract: Sexual assault at universities has been increasingly showcased in the media and has come to the forefront of discussions on college campuses. With this increasing tension in mind, this study seeks to discover if university prevention and intervention programming impacts rape culture, and if the perceptions and/or awareness of these programs have any affect on student’s level of acceptance to rape culture. An online survey was utilized to measure student’s level of rape culture as well as their perception and awareness of university support. The results of this research may help universities and colleges measure the effectiveness of their programming on campus, or how to better create programming and awareness on campus around this issue. By exploring the relationship between rape culture and awareness of programming on campus, universities will be able to improve future policies and programs, ultimately leading to a broader horizon of understanding around sexual assault and rape on college campuses.
S22: Combined Session
Room: TBA

S22a: Research to Empower Community through Food Justice
- Dadit Hidayat, University of Wisconsin-Madison, Doctoral Student, Nelson Institute for Environmental Studies
- Alfonso Morales, Associate Professor, Urban and Regional Planning, UW-Madison

Abstract: How could local food movement be more directed toward socially and culturally marginalized communities? What research tools can be used to help mobilize local resources in realizing more just food systems? Farmers’ markets can be a strategic tool for food justice. However, it can only be an effective tool when all actors are actively engaged, and building the social relations of food movement. The South Madison Farmers’ Market is one of the few sources for fresh food in South Madison and it continues to serve the market.

The South Madison Farmers’ Market has entered its third year collaborating with the Nelson Institute for Environmental Studies UW-Madison in a community-based research project. After learning from the perspectives of farmers market vendors about an ideal farmers’ market for the South Madison communities, we are testing a few strategies to: (1) build the capacity of local South Madisonians committed to food justice, (2) help set up a business model that is relevant and supportive to the South Madison community, (3) mobilize local resources to enhance the impacts of these food justice efforts.

This presentation would share our field experience in applying research tools such as community-based research and community organizing in that setting. We would especially highlight important challenges and lessons that occur in collaborating with marginalized community groups and designing strategies that focused on collective actions.

S22b: Environmental Health Perceptions & Priorities: Navigating Balance in a CBPR Partnership
- Sandra Bogar, Doctoral Candidate, Medical College of Wisconsin
- Shane Woodruff, B.A., Running Rebels Community Organization
- Sheri Johnson, PhD, Assistant Professor of Pediatrics, Medical College of Wisconsin

Abstract: Environmental health literacy (EHL) is an emerging field which encourages community engagement and capacity building and holds great promise in furthering environmental justice. However, a growing body of research suggests that community-defined environmental health challenges and priorities may differ from those of researchers. This poses potential challenges for community-academic collaborations and potential tensions regarding environmental health research agenda setting. Community Based Participatory Research (CBPR) is a research orientation which seeks to advance social justice and health equity through an emphasis on coequal voice and decision making among community and academic partners. Therefore, CBPR principles may serve as tools to guide and balance researcher/community environmental health priority setting and actions. This presentation will highlight how a CBPR partnership between a doctoral candidate and a Youth Advisory Council (YAC) formed at Running Rebels (RR), a youth-serving organization in Milwaukee, navigated ways to explore and incorporate environmental health priorities of numerous stakeholders. In particular, we sought ways to multiply and raise the voices and participation of marginalized, low-income youth of color, including youth engaged in the juvenile justice system, to enhance the research, build capacity, and support social justice. We will describe how CBPR principles helped to inform the study design, share strengths and challenges encountered thus far, and suggest considerations and recommendations for those working in community-academic partnerships and/or within the field of Environmental Health Literacy.

S22c: Latino Earth Partnership in Madison: Community Based Stewardship Model
- Maria Moreno, Ph.D., Multicultural Outreach, UW-Madison Arboretum Earth Partnership
- Laura Green, Grants and Volunteer Coordinator, Catholic Multicultural Center
- Karen Menendez Coller, Executive Director, Centro Hispano
Abstract: The mission of Earth Partnership is to engage educators and learners of all ages and backgrounds in community based ecological restoration for healthy environments. We approach this work through our Latino Earth Partnership initiative with the 4 R’s as our guiding principles: Relationship, Respect, Responsibility, and Reciprocity. Working in Madison with the Catholic Multicultural Center (CMC) and Centro Hispano, we have found that community-based, culturally responsive learning is a highly effective way to increase engagement in environmental stewardship. Our philosophy for our collaboration with the CMC has been "Park Street as the rain garden model for the City, one household at a time." So far, three rain gardens have been built at and around these community centers, envisioned, planned, and implemented by community members themselves. Authentic engagement with communities involved in Latino Earth Partnership is promoted by integrating cultural perspectives, Spanish language, and stewardship locally and globally. We hope to share lessons learned and plans as we move forward.

S23: Combined Session
Room: TBA

S23a: Predictors of Civic Engagement in Community Organizing
• Ryan Schooley, M.Ed Candidate, Vanderbilt University
• Dr. Paul Speer, Vanderbilt University

Abstract: Community organizing is a participatory process in which individuals affected by social issues acquiesce and then exert power through collective action. This process is dynamic, aims to affect change and combat systemic social issues at the local level, and requires engagement from community members. The proposed presentation concerns a study I conducted that aimed to explore which factors are significant predictors of civic engagement for volunteers within a faith-based community organizing initiative. Three areas of potential predictors were analyzed for volunteers working with the People Improving Communities through Organizing (PICO) Let My People Vote initiative: demographics, empowerment, and perceived organizational satisfaction. This study utilized survey data to examine relevant subscales within these three areas. By understanding the factors that lead to greater civic engagement within their members, community organizing networks may be able to create conditions that lead to more sustained engagement and more long-term participants, thus increasing their power to create change. This work resonates with the theme of the conference because community organizing initiatives have historically been one of the most successful tools utilized by community practitioners to advance citizen driven change and fight for more just communities. Community organizing coalitions provide an outlet through which community members can work to alleviate the tension, frustration, and oppression that exists surrounding multiple social issues. Although some great work is being done to study community organizing as a viable vehicle to create change, a dearth in the literature exists.

S23b: Evaluating a Faith-based Community Organizing and Criminal Justice Reform Project
• Nicole Robinson, MPH/MSW, Researcher Coordinator II, Medical College of Wisconsin
• Dr. Sheri Johnson, Principal Investigator, Medical College of Wisconsin
• Rosalynn Wolfe, Project Director, Milwaukee Inner City Churches Allied for Hope (MICAH)

Abstract: Safe Surrender is a new project in response to Wisconsin’s high incarceration rate. Individuals (n=1,000) living in Milwaukee, WI will participate in a 4-day event to resolve outstanding warrants and re-join society without fear from arrest. If successful, a city ordinance to hold regular Safe Surrender events will be advocated for by community leaders. The two-year project entails an external mixed-methods design, process, and outcomes evaluation. This presentation will describe the key features of the evaluation plan – e.g., key questions, success indicators, spatial data, data collection instruments, and analytical plans. The presentation will highlight the attributes of an advocacy evaluation that are unique to faith-based community organizing and criminal justice policy work. The presenters will describe anticipated challenges with measuring internal advocacy organizational capacity for the coalition, neighborhood-level leadership capacity to consistently and effectively engage in criminal justice reform via the Holy Ground Field Teams, and the steering committee’s capacity to use structural racism as a cause for mass incarceration. Faith partners will describe the project’s participatory processes and evaluation capacity building activities. Similar events have been held nationally; this is the first in Wisconsin and the first to use community organizing and a social determinants of health lens.
S24: Community Psychology Perspectives on Paraprofessional-Inclusive Service Models [Roundtable]
Room: TBA
• Davielle Lakind, M.A., University of Illinois at Chicago
• Angela Walden, Ph.D., University of Illinois at Chicago
• William Hartmann, M.A., Clinical Psychology Intern, University of Illinois at Chicago

Abstract: Roles for paraprofessionals have been built into a variety of settings, in interventions that span the continuum from promotion and prevention to intervention, in order to target a number of health and wellness outcomes. Further, the call for task shifting, expanded workforce development, and cost effective services in the Affordable Care Act suggests that paraprofessional-inclusive service models will continue to proliferate in the years ahead. Employing community members as paraprofessional service providers 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. Paraprofessionals can also serve as “boundary spanners” – individuals with local credibility who can lend support to outside experts as well as translate outside expertise into locally meaningful forms. However, paraprofessional-inclusive services have developed absent a critical theoretical or empirical literature regarding the nature of paraprofessional roles. The field 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 service models that incorporate paraprofessionals as service providers – to reflect on the unique strengths and challenges that these models offer, how best to embed and then 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.

S25: Network and System Sciences in Community Psychology [Symposium]
Room: TBA
• Jennifer Lawlor, Student (Michigan State University),
• Patrick Janulis, Postdoctoral Scholar (Northwestern University),
• Michelle Birkett, Faculty (Northwestern University),
• Mariah Kornbluh, Postdoctoral Scholar (University of Wisconsin - Madison)
• Additional Contributors: Gregory Phillips II, Faculty (Northwestern University); Brian Mustanski, Faculty (Northwestern University); Zachary Neal, Faculty (Michigan State University); Jennifer Watling Neal, Faculty (Michigan State University)

Abstract: System approaches have gained increasing prominence in the Community Psychology including a recent special issue in AJCP on network and relational perspectives. This session provides a broad introduction to network and system research in Community Psychology through discussion of a series of research projects that employ these methods. The first project will present a set of agent-based models demonstrating the networks that emerge among stakeholders organizing community change efforts using approaches like Collective Impact, network action research, and systemic action research. These models were analyzed to determine the extent to which they yield small world networks under ideal and realistic community conditions. The second project will present preliminary ego-network data from a longitudinal cohort study of young men who have sex with men (YMSM) and discuss the use of an innovative tablet based interview protocol for capturing the social, sexual, and drug use ego-networks of YMSM. The third project examines bipartite sexual connections across Chicago’s 77 community areas and how characteristics of these communities (race, class, and geography) are associated with sexual tie formation in order to provide insight into racial disparities in HIV among YMSM. The fourth project will discuss a study designed to connect three separate school-based youth-led participatory action research projects involving a total of 54 high school students through an online social networking site (SNS). This mixed-method study applied social network analysis and key informant interviews to investigate what individual behaviors and online network features predict diffusion processes of social change strategies within a SNS.
**526: Ethics, Practice, and Community Psychology with Vulnerable Children [Symposium]**

*Room: TBA*

**Ethical Issues with Children in a Health Epidemiology Study**
- Pamela Nehrke, Research Assistant, DePaul University
- Diana Ohanian, Research Assistant, DePaul University
- Kelly O’Connor, Research Assistant, DePaul University
- Rachel Jantke, Project Director, DePaul University
- Leonard A. Jason, Director at Center for Community Research, DePaul University

**Ethical Issues in Research with Children’s Social and School Environment**
- Chris Whipple, Doctoral Student, DePaul University
- LaTrice Wright, Research Assistant, DePaul University
- Bayley Taple, Research Assistant, DePaul University
- Jamie Bobert, Research Assistant, DePaul University

**Ethical Issues in Research with Children in a Legal Setting**
- Hilary Runion, Doctoral Student, University of Wisconsin Madison

**Abstract:** In community psychology today, researchers attempt to understand interventions for disadvantaged communities. This objective, however, should be secondary to ensuring that participants are treated equally no matter their age, gender, race, socioeconomic or legal status. This is essential to ensure the success and reliability of a study, to establish trust between research and participant, and most importantly to safeguard the physical and emotional safety of participants. The most salient examples of the importance of maintaining certain ethical standards can be found when researching children. Paulson (2006) reports that data previously obtained from children was considered invalid due to the fact that some believe children are too underdeveloped to accurately assess their thoughts, feelings, and beliefs. Child psychology has become a burgeoning field of research; therefore, ethical standards and issues must be continuously reviewed to guarantee that this research is performed accurately and professionally. This symposium will present three unique areas of child research and discuss some of the most significant ethical issues that each study has faced thus far. From an epidemiological study with a child focused community sample, to a violence prevention program in underprivileged schools throughout Chicago, to assessing a program created for incarcerated parents to successfully meet with their children, these three diverse research areas will provide insight into various ethical dilemmas that arise in child research. This symposium will explore child perspectives as well as propose different tools that have proven to be successful in facilitating successful community research at this year’s 2015 Midwest ECO Conference.

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**527: Participatory Pedagogy: Using Community Psychology Values in Teaching Community Psychology [Workshop]**

*Room: TBA*

- Jordan Reed, Graduate Student, DePaul University
- Christopher Keys, Professor, DePaul University
- Martina Mihelicova, Graduate Student, DePaul University
- Kelly Collins, Graduate Student, DePaul University
- Madison Sunquist, Graduate Student, DePaul University
- Chris Whipple, Graduate Student, DePaul University
- Kris Ma, Graduate Student, DePaul University
- Nicole Colón Quintana, Graduate Student, DePaul University
- Carolyn Turek, Graduate Student, DePaul University

**Abstract:** Community psychologists have long recognized the value of participatory approaches in developing and implementing interventions, yet participatory approaches to classroom instruction are less widely discussed and implemented. Participatory pedagogy engages students in the didactic process by involving them in the development of learning goals and classroom activities, thereby empowering students to have agency in their own learning. This participatory approach exemplifies many core tenets of community psychology and provides opportunities within the
classroom to develop competencies for community psychology practice. This workshop aims to promote discussion of participatory pedagogy within the context of the community psychology classroom. Workshop attendees will participate in classroom activities that were developed by graduate students as part of their own learning process during a community psychology course. The experiential nature of these activities, coupled with their student-driven creation, underscores how a participatory approach in the classroom can enhance the student experience through re-defining the student and teacher roles as collaborators in learning. This workshop aims to demonstrate potential benefits of participatory pedagogical approaches for professors, students, and community members interested in novel didactic methods.

S28: More Than a Blurb: The Status of LGBTQIA Inclusivity in High School and University Textbooks and What Community Psychologists Could Be Doing [Roundtable]
Room: TBA
• Tyler Hamlin, Student, University of Illinois-Chicago
• Daphna Ram, PhD, Depaul University
• Tiffany Devoy, MA, National Louis University
• Jessica Norman, MA, National Louis University

Abstract: Like many other minority groups, the experiences of the LGBTQIA people on high school and college campuses differ from that of the majority. Present research shows that at the college level, many LGBTQIA people’s experiences are deleterious (Rankin, Weber, Blumenfield, and Frazer, 2010). It reveals that prior to college, many students are not exposed to positive depictions of the LGBTQIA community, and/or have no recollection of representation in their textbooks (McGarry, 2013). In textbooks, the great diversity of lesbian, gay, bisexual, transgender, queer, intersex, and asexual people are summarized into a paragraph or a blurb that doesn’t properly explore the experiences of this group, or is placed in adjacent to the discussion of sexual deviance, drug abuse, disease, and mental disorders (MacGillivray and Jennings, 2008). This lack of representation in high school and college textbooks may be responsible for many cultural misunderstandings and stereotypes still perpetuated today; experiences that could also correlate to the alarming rates at which LGBTQIA are diagnosed with mental disorders and attempt suicide. This roundtable will open up a dialogue about the tension surrounding the lack of LGBTQIA research and textbook inclusiveness, and how Community Psychology might better address the needs of the vast and diverse group of people.

Saturday, October 24th
CLOSING SESSION: 4:55 PM – 5:40 PM

S29: Wrap-Up: Faculty Reflections on Horizons, Tensions and Tools
Room: NNH 2235
Faculty from a variety of institutions will share their reflections on both key learnings and insights from the conference as a whole, as well as speak to horizons, tensions, and tools emerging in the fields related to the Society for Community Research and Action fields. Participants will also have a chance to collectively reflect on their experiences.