

# 22<sup>nd</sup> Annual Midwest ECO Conference Program

October 9th - 10th, 2009

## *Backpacking Through Community Psychology: Pathways to Understanding Our Diverse World*



Hosted by  
Division of Community and Prevention Research  
Department of Psychology  
University of Illinois at Chicago

Opening Reception  
Jane Addams Hull House Museum

Conference Presentations  
Lecture Center A

Lunch and Keynote Address  
Student Center East Tower

Closing Reception  
Jane Addams Hull House Museum

# General Conference Information

## On-Site Conference Registration

On-site conference registration will be held at the Jane Addams Hull House Museum Upstairs, located at 800 S. Halsted St. Registration will begin at 5:00 pm and end at 8:00 pm on Friday night, and will continue at 8:00 am and end at 12:00 pm on Saturday.

## Assistance

Members of the Midwest ECO Conference planning committee will be wearing a "Host" ribbon. Additional volunteers will have a "Volunteer" ribbon. Hosts and Volunteers will be available to register and escort conference attendees to the appropriate conference locations. Please feel free to ask any of these individuals for help.

## Meals

There will be light hors d'oeuvre served during the Opening Reception on Friday night at the Jane Addams Hull House Museum Dining Hall; a light breakfast Saturday morning at the Jane Addams Hull House Museum Dining Hall; a sandwich lunch buffet on Saturday afternoon at the Student Center East Towers, Room 302; and light hors d'oeuvre served during the Closing Reception on Saturday night at the Jane Addams Hull House Museum Dining Hall.

## Opening Reception

Our Opening Reception will be held in the Jane Addams Hull House Museum Dining Hall (800 S. Halsted St.). This reception will be on Friday night from 6:00 pm to 8:00 pm, with registration starting at 5:00 pm.

## Poster Sessions

The poster sessions will be held in the Jane Addams Hull House Museum Upstairs Room (800 S. Halsted St.) during the Friday night reception. Posters will be kept up for display throughout the day on Saturday.

## Concurrent Sessions

All concurrent sessions will be held Saturday in Lecture Center A, located at 805 S. Morgan St. Specifically, concurrent sessions will be held in rooms A002-A007 during the morning sessions, and A002-A006 in the afternoon sessions.

## The Community Lodge

Room A007 will be available during the afternoon concurrent sessions for those who are not attending a session. Feel free to use this "community" space to meet new people.

## Closing Reception

Our Closing Reception will be held in the Jane Addams Hull House Museum Dining Hall (800 S. Halsted St.). This reception will be on Saturday night from 5:30pm to 6:00pm, with our special presentation starting at 6:00pm.

## Special Presentation

We are pleased to offer a special presentation Saturday evening from 6:00 pm to 7:00 pm at the Jane Addams Hull House Museum (800 S. Halsted St.). Entertainment will be provided by artists who work for the [Positive Action Using Self-Expression \(P.A.U.S.E.\)](#) initiative. The mission of P.A.U.S.E. is to promote and support youth development and positive expression inspired through music and arts education. Please consider a [donation](#) to this wonderful organization.

## Transportation

There are several options for travel to and from Chicago. Plan your trip using the [Chicago Regional Transit Authority Website](#).

## Accommodations

Hotel reservations can be made at the [Marriott](#), located at 625 S. Ashland Ave. (1-312-491-1234). Until September 14<sup>th</sup>, a conference rate of \$169 (plus applicable taxes) per night is applicable. When calling the hotel, please inform the reservation staff that you are making a reservation for the Midwest ECO Conference at UIC. After September 14<sup>th</sup> the rate will increase and there is no guarantee that a room will be available. Rooms are available for the nights of October 9<sup>th</sup> and 10<sup>th</sup>. The hotel is approximately ½ mile from the UIC East Campus (where the conference will take place). There is a shuttle bus every 30 minutes from the Marriott to anywhere on the UIC campus.

Reservations can also be made at the [hostel](#), located at 24 E. Congress Pkwy. (1-312-360-0300). Rooms hold 6-10 people and the cost is around \$30 per person. The Chicago Blue Line Train is located a couple blocks away from the hostel and offers convenient travel to UIC and Conference locations (UIC-Halsted Stop).

The Chicago Marathon is the same weekend as the conference, so please call for rooms ASAP!

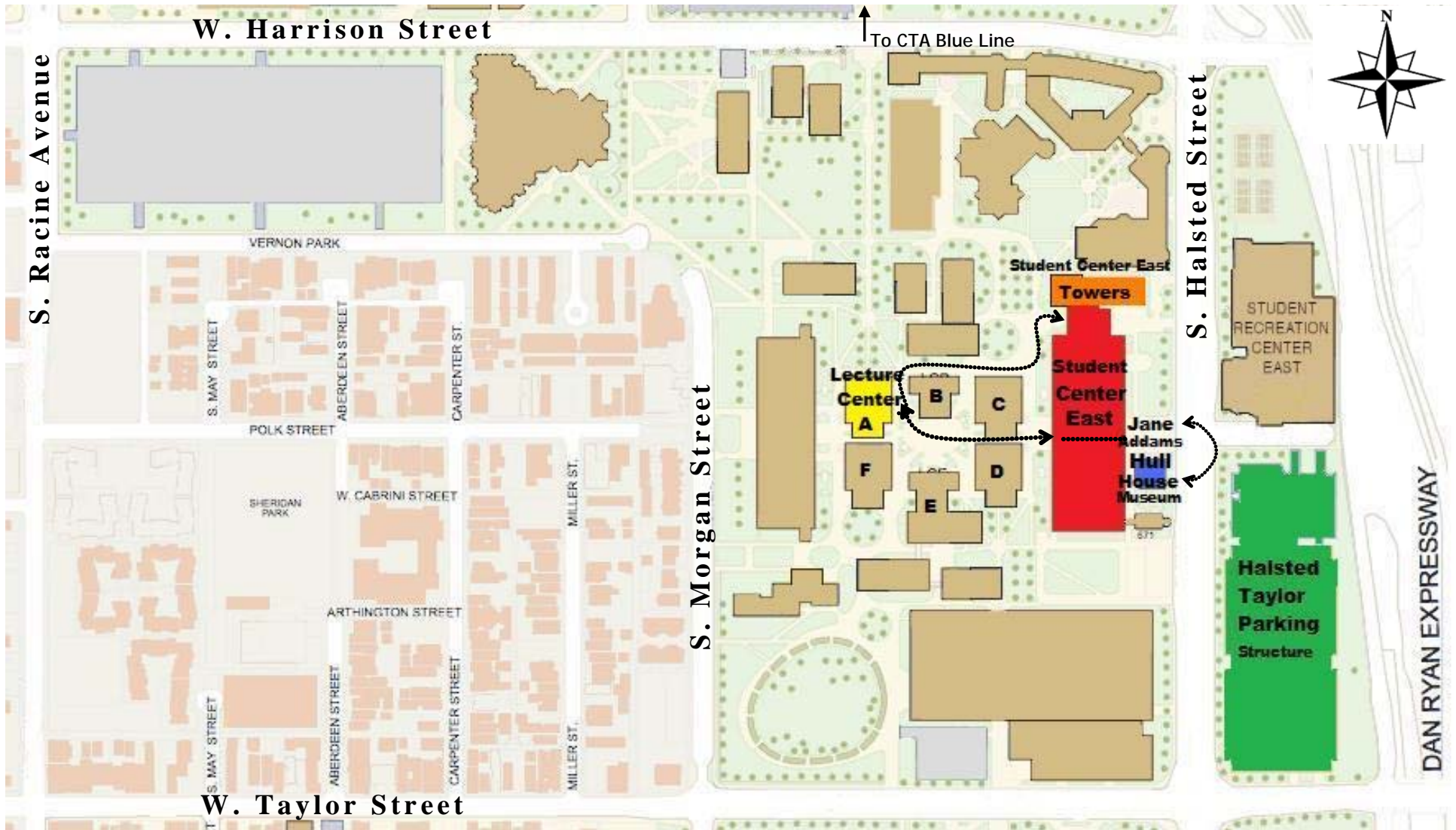
## Parking

There is free parking available at the Marriott for Marriott hotel guests. For conference parking, please use the Halsted/Taylor Parking Structure (HTPS) located at 760 W. Taylor St. Note that there is both garage and outdoor lot parking in this structure; if parking in the outdoor lot, spots furthest away from the garage are metered.

## Conference Evaluation

Online evaluation forms will be emailed after the conference weekend. Look out for the email, and please take time to share your thoughts about the conference experience.

# 22<sup>nd</sup> Midwest ECO Conference Map - UIC East Campus



Conference Locations:

[Jane Addams Hull House Museum](#) | [Student Center East Towers](#) | [Lecture Center A](#)

..... Walking trails to locations

# 22<sup>nd</sup> Annual Midwest ECO Conference Schedule

## FRIDAY, October 9, 2009

5:00 pm - 8:00 pm	<b>Registration</b> Jane Addams Hull House Museum Upstairs
6:00 pm - 8:00 pm	<b>Opening Reception/Poster Session</b> Jane Addams Hull House Museum Dining Hall/Upstairs Room

### Oral Presentation Sub-theme Color-Key

Sub-theme 1	Preparing for the road ahead
Sub-theme 2	Blazing trails for social change
Sub-theme 3	Reflecting on paths taken and footprints left behind
Mixed Sub-themes/ Topic Collaboration	

## SATURDAY, October 10, 2009

8:00 am - 12:00 pm	Posters on display all day in Jane Addams Hull House Museum! The Community Lodge will be open after lunch!	<b>Registration</b> Jane Addams Hull House Museum Upstairs			
8:00 am - 8:50 am		<b>Breakfast &amp; Welcome</b> Jane Addams Hull House Museum Dining Hall			
9:00 am - 10:20am		<b>Concurrent Session I</b> Lecture Center A			
		<b>Room</b>	<b>ID</b>	<b>Title</b>	<b>Presenters</b>
	A002	21	Women Mentoring Women from a Cross-Generational Perspective	Debra Trude- Suter	<i>Roundtable</i>
	A003	22	Reflecting on Paths Taken in a Diverse Urban Setting	Patricia Bray Catherine Wilson	<i>Symposium</i>
		23	Researching Hard to Reach Communities: Engaging African American MSMW about Their Sexual Health	Darnell Motley	

9:00 am - 10:20am		Room	ID	Title	Presenters	Format
	Posters on display all day in Jane Addams Hull House Museum! The Community Lodge will be open after lunch!	A004	24	Measurement Issues: Empowerment, Sense of Community, Person Environment Fit, and Cultural Diversity	Leonard Jason Joseph Ferrari Ed Trickett Doreen Salina Tony LoSasso John Majer Brad Olson Lisa Walt David Mueller Richard Contreras Josefina Alvarez Darrin Aase Ed Stevens Bronwyn Hunter Chris Beasley Julia Digangi Olya Rabin-Belyaev Elias Kinoti	Roundtable
		A005	25	How and Where do Community Psychologists Act as Consultants?	Chair: Judah Viola Discussant: Susan McMahon Leah C. Neubauer Steven Howe Shaunti Knauth Gary Harper	Symposium
		A006	26	Qualitative Methods in Community Psychology: Fostering Interdisciplinary Perspectives	Valerie Anderson Ben Boldt Patrick Janulis	Symposium
		A007	27	Efficacy in Research: Multiple PI's, Perspectives and Organizational Levels	Chair: Sharon Song Frank J. Prerost Karen Farrell	Workshop
		<b>Concurrent Session II</b> Lecture Center A				
		A002	28	Community-Based Internships: Making the Transition from Student to Professional	Susan Staggs Jenna Johnshoy Angela Webb Lynnea White	Roundtable
		A003	29	Using Risk Assessment to Leverage Systems Change	Jodi Petersen Christina Campbell Eyitayo Onifade Catherine Mooney Jessica Kushler Renee Voelker Leanne Peterson William Davison	Symposium

10:30 am -11:50 am	Posters on display all day in Jane Addams Hull House Museum! The Community Lodge will be open after lunch!	Room	ID	Title	Presenters	Format	
			A004	30	Effecting Policy Change through Academic and Community Collaboration in Jail- Based Health Programs	Doreen Salina Lisa Walt Brittany Parenti John Parisot Tyrone Cook Leonard Jason	Roundtable
			A005	31	Spirituality and Community Psychology: Is There a Place for Faith?	Patrick Janulis John Temperato Todd Bottom Joseph R. Ferrari Angela Koenigs	Roundtable
			A006	32	Breaking Free from the Pigeon's Hole: Reconsidering Our Assumptions	Susan McMahon Chris Keys Julia DiGangi Mike Brubacher	Roundtable
			A007	33	Religious Organizations as a Nexus for Social Change	Ben Hidalgo Nathan Todd Peter Hubbard	Symposium
12:00 pm - 1:00 pm	<b>Lunch</b> Student Center East Towers, Rm. 302						
1:00 pm - 1:45 pm	<b>Keynote Address:</b> "Sociocultural Identities, Social Analysis, and Social Action" Rod Watts, Ph.D. Student Center East Towers, Rm. 302						
2:00 pm - 3:20 pm	<b>Concurrent Session III</b> Lecture Center A						
		A002	34	Engaging Community Members in Conversations Around Data	Jennifer Mortensen Charles Collins Pennie Foster-Fishman	Roundtable	
		A003	35	Evaluation within Systems: Benefits, Challenges, and Solutions	Lindsey Back Adia Gooden Michael Brubacher Chris Keys Susan McMahon Tere Garate Fabricio Balcazar	Roundtable	

2:00 pm - 3:20 pm		Room	ID	Title	Presenters	Format	
	Posters on display all day in Jane Addams Hull House Museum! The Community Lodge will be open after lunch!	A004	36	Utilizing New Media for Social Change and Empowerment	Chair: Jennifer West Diana Arntz JeeHae Sophia Nam Charles Cederberg	<i>Symposium</i>	
		A005	37	Working With a Community Organization to Provide Housing and Jobs for Ex-Offenders, Substance Abusers, and Minorities	Inga Mileviciute Stephanie Marez Gilberto Padilla LaRonda Stalling Carolyn Ellis Elbia Navarro Ashley Allis Brian Bell Jodi Bachrach Olivia Masini Roberto Luna Venita Embry Angelique Miles Nicole Noel Sharitza Rivera Leonard Jason	<i>Roundtable</i>	
		A006	38	We Don't All Look Alike! Research Tools and Their Ability to Capture Within Group Diversity	Chair: Nellie Tran Dina Birman Wing Yi Chan Noe Chavez Sabine French Ebony Burnside Tamara Springle	<i>Symposium</i>	
		<b>Concurrent Session IV</b> Lecture Center A					
3:30 pm - 4:50 pm		A002	39	Struggling for Power: A Theoretical Redefinition of Empowerment	Erin Droege	<i>Individual</i>	
		40	Succeeding in Adult Life-Ways to Help Individuals with Learning Disabilities in Transitioning to Adulthood	Ewa Januszkiewicz Suzette Fromm-Reed	<i>Individual</i>		

3:30 pm - 4:50 pm		Room	ID	Title	Presenters	Format
Posters on display all day in Jane Addams Hull House! The Community Lodge will be after lunch!		A003	41	Improving Disease Control in the Community: By Providing Comprehensive Health Care and Disease Prevention Programs to Detainees and Inmates	Ciurnal Jones Lewis	<i>Individual</i>
		A004	42	From Training to Practice: How Frameworks Inform Research and Evaluation among Community Psychologists	Tina Taylor- Ritzler Jennifer Camacho Judah Viola Ebony Dill Manolya Tanyu	<i>Roundtable</i>
		A005	43	Public Policy Roles for Community Psychologists	Leonard Jason Nicole Porter Steve Howe Nancy Bothne Molly Brown Fabricio Balcazar Nicole Allen Ben Hidalgo Chris Keys Jennifer Mortensen Lisa Walt Steven Hobfoll Mark Aber Organizers: Valerie Anderson Abby Brown Jessica Hunnell Olivia Masini	<i>Roundtable</i>
		A006	Writing for Psychologists: How to Edit Your Writing and Get Published Workshop by Stephanie Riger, Ph.D.			
5:30 pm - 6:00 pm	<b>Closing Reception</b> Jane Addams Hull House Museum Dining Hall					
6:00 pm - 7:00 pm	<b>Special Presentation</b> Jane Addams Hull House Museum Upstairs Room					

**Conference Planning Committee**

Christina Buelna    Meredith Poff  
Ebony Burnside    Sandra Sorani  
Nicholas Kaufmann    Keith Zander

**Conference Scientific Review Committee**

Wing Yi (Winnie) Chan    Melissa Ponce-Rodas  
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**Conference Sponsors**

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**Acknowledgments**

Our thanks to Ed Trickett, Roger Weissberg, Gary Raney, Bernadette Sanchez, the Hull House Event Coordinators, as well as the UIC Community and Prevention Research Division for their constant support and guidance in making this a promising and exciting conference.

# Presentation Abstracts

## Poster Session

[1]

A Qualitative Look at CFS Epidemiology in a Natural History Study<sup>II</sup>

*Valerie Anderson, Nicole Porter, and Leonard Jason*

*DePaul University*

Few studies on chronic fatigue syndrome (CFS) have taken a longitudinal, natural history approach to study the progression of CFS over time and even less have utilized qualitative methods to analyze this phenomenon. This study looks at a socioeconomically and ethnically diverse group of participants derived from a community-based sample over a 10 year period. Eighteen (18) interviews were transcribed and coded based on themes that naturalistically emerged from the data. Data were analyzed using the qualitative software NVivo based on Fukuda et al.'s (1994) case definition with Reeves et al.'s (2003) recommendations. Thematic groups revolved around participants' major life changes, daily life hassles, fluctuations in employment status, and changes in physical and/or mental health. The research aims to evaluate responses to stressors and coping styles of the participants. This ongoing investigation will look at how these factors contribute to the incidence, persistence, or remission of CFS.

[2]

Social Comparison and Substance Abuse Recovery<sup>II</sup>

*Jodi Bachrach*

*DePaul University*

Previous research has illustrated that social comparisons effect drinking norms and behavior in college samples (Novak & Crawford, 2001). Conversely, research has not focused on how social comparison may affect substance abuse recovery. Social comparison is the process of thinking about information about one or more other people in relation to the self, and consists of both a cognitive and emotional component (Locke, 2003). Furthermore, social comparisons contain: a target (the person in which someone compares themselves, e.g. a classmate), a domain (the area in which a person compares themselves on, e.g. intellectual ability), and a status dimension (upward, downward or lateral). Recent research has implicated another dimension to these social comparisons, the solidarity dimension (Locke, 2003), or the extent to which the person sees themselves having a trait in common with the target (e.g. being from the same group or community). Most research illustrates that downward and connective (perceiving similarity with the target) social comparisons evoke the most positive feelings (Locke, 2003). Because we believe that social comparisons influence substance abuse recovery, this exploratory research project aims to investigate the frequency and different dimensions of social comparisons of people living in Oxford Houses (independent, democratically ran group recovery homes) via the established Social Comparison Record (SCR) protocol. This research will be the first of its kind to investigate the link between social comparison frequency and dimensions, and substance abuse recovery. This poster presentation is strictly theoretical and will not include any data or results at this time point.

**[3]**

Relationship between Students' Self-Efficacy and Perceptions of Their University's Missions and Values<sup>1</sup>

*Todd L. Bottom, John Temperato, Joseph R. Ferrari, Ph.D.*

*DePaul University*

In order to maximize undergraduate students' academic success, many higher education institutions have reassessed their institution's missions, vision, and values. In addition, colleges and universities analyzed students' academic, social, and personal traits to foster a more effective learning environment. Among important personal traits in academic environments is self-efficacy. Further, the level of self-efficacy held by undergraduate students may impact how they view their university's missions and values, or vice versa. The current theoretical study determined the relationship between undergraduate students' levels of self-efficacy and their agreement with and understanding of their university's missions and values. Data for the study were collected in the spring of 2009 from undergraduate students in a general psychology class at a large urban, Catholic University who completed a questionnaire containing several scales to measure academic, social, and personal traits, including agreement with the university's mission and values statements and their levels of self-efficacy. Specific questionnaires included students' responses to the Self-Efficacy Scale (Sherer et al., 1982) and the DePaul Mission & Values inventory (Ferrari & Velcoff, 2005). Results will benefit college and university administrators that implement or amend their school's mission, vision, and values related programs aimed to improve students' university involvement and academic success.

**[4]**

Runaway Teens: A Long Way Home<sup>11</sup>

*Madina Boyd*

*Adler School of Professional Psychology*

Running-away behavior is a significant social issue that affects not only the families involved, but society overall. Being on the street has been linked to increased risk of further victimization, subsequent delinquent behavior and criminality, adult homelessness, mental illness and substance abuse (Bao, Whitbeck & Hoyt, 2000). According to National Runaway Switchboard there are between approximately 1.6 and 2.8 million youth aged between 12 and 17 on the streets of the United States annually, who are either forced to leave the parental home or decide to run away (National Runaway Switchboard, 2009). Despite these substantial numbers, runaways remain an under-served and under-studied sub-group of adolescents. This poster reviews the literature that focuses on the variety of issues that drive teens to flee, demonstrates the importance of developing effective collaborative relationships with those involved with teens on daily basis, and describes the role providers can play by developing and implementing evidence-based, culturally sensitive prevention programs.

**[5]**

A Natural History Study of Chronic Fatigue Syndrome<sup>11</sup>

*Abigail Brown & Jessica Hunnell*

*DePaul University*

Chronic Fatigue Syndrome (CFS) is a highly complex and heterogeneous illness which is commonly misunderstood and the literature lacks longitudinal studies. Analysis of 10 year follow-up community based sample data demonstrates the need for further natural history research. Our sample (n=108) was assessed at wave one (1996) using the Fukuda (1994) definition and at wave two (2006) using the Fukuda et al.'s (1994) criteria with Reeves et al.'s (2003) recommendations. The results demonstrate the

need to further refine the currently accepted case definition. Demographic information, changes in illness categorization, and etiology of the sample will be discussed. This study seeks to determine the most accurate and reliable way to distinguish between those with and without CFS, and to understand the progression of this debilitating illness.

## [6]

Building the B.A.S.E: Reflections from Community Satisfaction Measures for an After-School Socio-Emotional Program<sup>III</sup>

*Laura E. Chesslo, Jaleel K. Abdul-Adil, Krishna J.V. Chari, Christine T. Brooks, Ivan Irie, and Allison Cohen  
Chicago School of Professional Psychology*

This poster will discuss the results of community satisfaction measures for the Brooks After-school Socio-Emotional (BASE) program. BASE is a graduate student run curriculum currently being implemented at a community after-school program on Chicago's Northside. After an initial 9 month curriculum was implemented with a group of 15 students, grades k-3, post-test measures indicated a positive impact on the children's ability to regulate, identify, and understand their emotions. Measures also suggested that children in the BASE program experienced increases in their overall well-being. Satisfaction measures given to the children's teachers, parents, and community administrators did not show the same increases in observed change. Children appeared to have difficulty generalizing the skills taught during BASE to other contexts. Measures did, however, indicate a high level of overall satisfaction with the program among all groups, and an interest for BASE to continue during the 2009-2010 school year. Both quantitative and qualitative results from these satisfaction measures will be presented. These results include data from the group of 15 children, their parents, teachers, and program facilitators. The authors will also discuss the implications of these satisfaction measures with a specific emphasis on the need for more systemic interventions for the children to increase the ecological validity of the program.

## [7]

Feasibility and Outcome of a Community-Based Parent Training Program for Caucasian and Latino Parents of Children with Special Needs<sup>II</sup>

*Vanessa Davidson & Christoph Leonhard  
Chicago School of Professional Psychology*

Parenting children with a chronic illness is stressful and challenging. Community-based parent training programs (PTP) can help parents increase positive parent-child interactions, and social support, and decrease stress levels (Baydar et al., 2003; Hartman et al., 2003; Myers et al., 1992). Many available PTPs lack empirical support especially when used with diverse populations. This poster reports on a pre-test/post-test study evaluating feasibility, acceptability, and outcome of offering a PTP to Spanish- and English speaking parents. Four outcomes were examined: (parents' perceptions, self-reported discipline practices, parental stress, and social support). Thirty Spanish- and English-speaking parents of a child recently diagnosed with a developmental delay or behavioral difficulty attended a four-week PTP at an urban Midwestern pediatric developmental center. When assessed at program completion, parents were satisfied with the program. However, the study did not yield significant outcome findings. Though not significant, parental stress levels were actually reported to be higher after PTP completion. Nevertheless, the findings are somewhat encouraging because parents of special needs children successfully engaged with the PTP and participated actively and happily. Possible explanations for lack of outcome findings include that more highly stressed parents completed the PTP thus yielding higher post-program stress scores. Program participation may also have contributed to higher stress levels due to increased knowledge and awareness of children's diagnoses and prognosis. Results are discussed in

terms of methodological factors which could be strengthened in future community outreach efforts of a similar nature.

**[8]**

Structural Barriers in the Assessment and Treatment of Traumatic Brain Injury in the Military<sup>III</sup>

*Tracee J. Francis, M.A.Sc. & J. Sherrod Taylor, J.D.*

*Adler School of Professional Psychology*

An awareness of Traumatic Brain Injury (TBI) has become more pressing of late given the number of military officers who have been afflicted with this condition, over the course of the war on terrorism. The present war has unveiled the insidious impact that blast may inflict on military personnel – namely TBI. A number of structures impact the extent to which TBI is accurately detected and treated within the military. Traditionally, within the army, physical wounds were generally acknowledged as the operational definition of what it meant to be injured. This assumption has led to the failure to diagnose and treat TBI. Also, although the military has recently seen a slight increase of individuals who have enlisted, compared to previous years, a shortage of troops is still present. As a result, troops are being returned to Iraq and Afghanistan without a long enough break - increasing the likelihood for those with undetected head trauma to sustain repeated injury. In addition, in order to attempt to avoid being pulled out of their combat units, some troops have been cheating on problem-solving tests which serve as a precursor in order to determine if further screening for a TBI needs to be conducted. The present poster will utilize current literature to provide an overview of TBI in the military, and the structures, which impact the extent to which soldiers are appropriately screened, and receive treatment for this condition. A corrective policy to remedy the present challenges will be proposed.

**[9]**

A Formative Program Evaluation of the Smart and Healthy Alcohol Use Intervention<sup>III</sup>

*Jenna Johnshoy*

*University of Wisconsin – Stout, Dunn County Partnership for Youth*

The University of Wisconsin-Stout has implemented a social norms intervention called Smart and Healthy that is aimed at changing students' perceptions about normative drinking behaviors. The theory behind social norms interventions postulates that a change in perceptions about drinking then alters a student's drinking behavior (Keller, Bauerle, & Turner, 2008). An evaluation of this program was conducted during the spring of 2009. Triangulation of data from a student survey, a resident assistant survey, and university police archival data illuminated strengths and areas for growth in the program. There were many lessons learned as a result of this information. This has allowed for improvement in program implementation during the 2009-10 academic year.

**[10]**

The Impact of Modernization on Patterns and Trends of Substance Disorder and HIV /AIDS in Rural Kenya<sup>II</sup>

*Elias Kithuri Kinoti, David Mueller, and Leonard Jason*

*DePaul University*

The insurgency of the West has brought about modernization and globalization in Kenya. This transition has resulted, in many ways, in the breakdown of communities throughout the country. Kenya is facing many challenges, but two in particular stand out: Substance and alcohol use (NACADA, 2008) and the HIV/AIDS pandemic (UNAIDS, 2003). The purpose of this study is to examine the prevalence of substance disorders, engagement in risky sexual practices, and the psychosocial, communal, and

individual factors related to these behaviors in rural Kenya. Much previous research has focused on substance use and HIV/AIDS in urban and rural hospitals in Kenya (Okpaku, 1991). However, there have been no studies that have examined a rural community sample. The proposed study will offer particular advantages and a special opportunity to examine these behaviors as they occur rather than amongst individuals who are seeking treatment. A number of factors such as collective self-esteem, perceived sense of community, self efficacy, interpersonal social support, and experience of loss may all play a role. The study also considers the societal level factors that contribute to the mental health outcomes. These include factors such as drug availability, employment patterns, education levels, marital status, family drug history, and gender. The results from the proposed study will be utilized to establish a community center among the Meru tribe of eastern Kenya where residents can receive support through programs that lead to healthier outcomes.

## [11]

### Test-Retest Reliability in the DePaul Mission and Values Inventory: A Measure of Institutional Perceptions<sup>1</sup>

*Angela Koenigs, John Temperato, and Joseph R. Ferrari*  
*DePaul University*

The current study assesses the test-retest reliability of the DePaul Mission and Values Inventory (DMV), a 39-item self-report instrument addressing student, faculty, and staff perceptions of the institutional mission, vision, and values. Assessment of institutional mission and values is an important concept for community psychology as well as the university community in that community psychology maintains a major emphasis on various stakeholders. The measurement of the perceptions of those stakeholders at the university is advantageous to strengthen program policies and increase community cohesion. The *DMV* is designed to evaluate perceptions of the institutional mission on three levels: its Catholic, Vincentian, and urban mission identity, as well as activities reflecting these unique identity characteristics. Factor analysis by Ferrari & Velcoff (2006) indicated the *DMV* contains five distinct subscales, formulated to assess specific aspects of the institution's mission identity and mission-related activities. The subscales include: *Vincentian inclusiveness and innovation*, *Catholic pluralism*, *urban/global engagement opportunities*, *Vincentian heritage programs*, and *Catholic and other faith-based opportunities*. Participants were 18 DePaul University students who were administered the *DMV* as well as other self-report measures. Three weeks later, those same 18 students completed the *DMV* again along with similar measures. Mean scores for each of the five subscales were analyzed and compared with the goal of uncovering statistically significant changes, or a lack thereof, to students' scores over time. Results showed moderate test-retest reliability in *DMV* responses from administration 1 to administration 2 ( $r = 0.622$ ). Furthermore, results showed that when a particular subscale, *Catholic pluralism*, was excluded from analysis, test-retest reliability was even stronger ( $r = 0.72$ ). Future directions and implications will also be discussed.

## [12]

### Prevalence Rates: Stress Mediated Modulation of the Neuroendocrine & Immune Systems Observed in a Community Sample with ME/ CFS<sup>1</sup>

*Athena Lerch*  
*DePaul University*

Myalgic Encephalomyelitis and Chronic Fatigue Syndrome, previously regarded as a single diagnostic category, despite acknowledgement of heterogeneity, are commonly reported in community samples, and are readily differentiated from one another by identification of symptoms associated with ME exclusively: lack of chronic fatigue, autonomic nervous system disturbances, neurological disturbances,

known incubation period, subnormal temperature, and organ pathology among others (Hyde, 1992). The present study proposes that the characteristic common to both groups is hypocortisolism and the presentation of a proinflammatory immune profile. In both conditions, the interaction between a life stressor (psychological or physiological in nature) and predisposition, is implicated as the primary modulator the HPA axis, such that a sustained abnormally elevated cortisol level, leads to a compensatory down regulatory response. The inflammatory immune response observed in the present study is postulated as resultant of a reduction in glucocorticoid sensitivity, or degradation of the expression or functionality of glucocorticoid receptor. Peripheral Blood Mononuclear Cells of participants meeting diagnostic criteria for ME/CFS (Fukuda et. al, 1994) were assessed for differential phenotypic expression of surface adherence molecules on circulating lymphocytes. The flow cytometric analysis employed fluorescent monoclonal antibody labeling revealing a pattern of activity consistent with a TH1 type immune response as evidenced by the predominance of Cluster of Differentiation proteins known to confer inflammatory properties. This pattern was observed when the mean of the density of cell surface glycoproteins present on the lymphocytes of participants with a viral etiology (ME) were compared against those with a non viral etiology (CFS).

### [13]

Self-Liking, Self-Competence & Substance Abuse (SA) Recovery<sup>I</sup>  
*Angelique Miles, Lisa Walt, and Leonard Jason*  
*DePaul University*

Previous research has linked Tarafodi and Swann's (1995) two-dimensional global self-esteem model to symptoms of Bulimia Nervosa (Bardone, Perez, Abramson & Joiner, 2003) and self-enhancement deception (Mar, DeYoung, Higgins & Peterson, 2006). This model has also been linked to neuroticism, conscientiousness and openness of the Big Five Personality Model (Goldberg, 1981). However, the link between this model and SA recovery has not been investigated. Tatarodi and Swann's model is derived from Rosenberg's self-esteem model, except that it measures two dimensions of self-esteem rather than one; self-liking and self-competence. Self-liking is the sense of self-worth that comes from how one believes others view them. Self-competence is one's sense of self-efficacy or believed ability to bring about desired outcomes. We believe that this 2-factor conceptualization of self-esteem may provide greater understanding of the SA recovery process. This project investigated the interaction between the revised version of the Self-Liking and Self-Competence Scale (SLSC-R), Transtheoretical Model of Behavior Change (Prohaska, 1994), other variables previously found to be related to SA recovery (sense of community, abstinence self-efficacy) and key SA recovery indicators (length of time in an Oxford House and length of sobriety). Participants were Oxford House members enrolled in a one-year National Institute on Drug Abuse (NIDA) study. They filled out the SLCS-R, a 16 item scale measured at 4 different time points. This study investigated the efficacy of the Oxford House. Results indicated that this new measure of self-esteem may provide additional understanding of the complicated SA recovery process under the Transtheoretical Model of Behavior Change.

### [14]

SEL: A Framework for Teaching Children to be Contributing Members of Their Community<sup>III</sup>  
*Rachel Mintz & Molly Zale*  
*Adler School of Professional Psychology*

Social and emotional learning (SEL) is a multidisciplinary program designed to integrate the development of interpersonal relationship, emotional expression, self-esteem and decision making skills into the classroom. SEL programs help children and adults develop fundamental social and emotional

skills needed to effectively handle challenging situations, reduce risk-taking behaviors and establishes positive relationships. As a response to the No Child Left Behind Act of 2001 and the Illinois Children's Mental Health Act of 2003, Illinois became the first state to adopt SEL standards in 2004. The goal of these programs is to improve social awareness by incorporating explicit classroom-based instruction while creating safe, caring and enriched environments at home and in the community. While the programs are beneficial in preventing school violence and dangerous conduct, an obstacle encountered during the implementation phase was parental and community involvement. As the curriculum is introduced, students reciprocate by taking the lessons home to their families and larger communities resulting in diminished community violence, gang affiliation, teenage pregnancy and increased involvement in the arts and extracurricular activities. Empirical research has demonstrated the ability for these programs to benefit all students regardless of their socioeconomic background. However, evaluation of the program is needed to determine the future direction for SEL programs, which may include implementation in all school districts as well as settings such as community mental health centers and residential communities. Overall, this presentation incorporates theoretical constructs and barriers faced during the SEL implementation in the Chicago Public Schools.

## [15]

### Assessing and Monitoring Depressive Symptomology with At-Risk Populations<sup>II</sup>

*Nicole Noel, Lisa Walt, Ph.D., and Leonard Jason, Ph.D.  
DePaul University*

The DePaul Health and Housing study is a NIH funded Participatory Action Research project that investigates the relationship between housing environment (Oxford House versus Usual Aftercare), women's physical and psychological health, and recovery success. In order to assess women's psychological health, we measure depressive symptomology at five different time points (baseline through 2 years) as these women transition out of the criminal justice system and into the community. This project monitors depressive symptomology for two reasons: first, we hypothesize that women in recovery environments with more social support will have lower depression scores, (as evidenced by the Beck Depression Inventory- II; BDI-II; Beck, Steer, & Brown, 1996), than women in less socially supportive recovery environments. Second, because of these women's previous histories of victimization and drug abuse, the women enrolled in this study represent some of the most at-risk women for negative psychological outcomes. Thus, we expect these women's depression scores to be higher than other normed populations using the BDI-II. This increased risk for depression makes it necessary to monitor and evaluate these scores and refer our participants for further mental health services when necessary. This poster first, presents basic information about the BDI-II measure and compares our sample against other normed samples. Second, because participant protection is paramount to quality research, we then discuss the procedures we use to identify and refer participants for mental health services that exceed the BDI-II's clinical cut-offs. This information is important for new community researchers with at-risk populations.

## [16]

### Community Research: Looking Back, Moving Forward<sup>III</sup>

*Hillary L. Rowe, Claire Christensen, Brett Coleman, Rachel Gauvin, Oren Gur, Amy Mart, and Mark Relyea  
University of Illinois at Chicago*

Nearly 45 years after Swampscott, community psychology continues to evolve. Scholars with a wide variety of training backgrounds and theoretical perspectives are now engaging in the science of community change using multiple methods. With such diversity, and without licensing requirements, what defines a community researcher? Furthermore, what can the past teach us and where might we be

headed? This presentation seeks to answer these questions by synthesizing eight semi-structured qualitative interviews with community researchers from three North American universities. We analyze their responses for common themes and variations, revealing shared understandings and points of divergence. Discussion will highlight participants' values, career paths, lessons learned, and visions for the future. The perspectives of established contemporaries will offer valuable insight to those entering the field.

**[17]**

The Economic Adaptation of Soviet Jewish families in the US<sup>1</sup>

*Emma Rukhotskiy*

*University of Illinois- Chicago*

Central to the process of relocation for immigrant families is the degree to which they prepare and how they prepare for their move. In addition to the uprooting of a family and the culture shock experienced in an international move, the refugee immigration experience most often involves the need to develop economic self-sufficiency in the new country. The existing literature lacks a focus on relocation as a process undertaken by families and instead gives us de-contextualized snippets of how individual immigrants find jobs. Further, no existing literature explores the employment expectations and closely related preparations and reflections of Soviet Jewish refugees. The purpose of this poster presentation is to describe the family preparation process for immigration of Soviet Jewish families as it relates to economic adaptation after arrival in the United States. Themes uncovered from this qualitative data analysis center around family discussions and planning related to their economic self sufficiency. The study makes several unique contributions to the existing literature. First, it focuses on conceptually related processes that, taken together, provide a more comprehensive portrait of economic adaptation than is currently found in the literature. Second, while individual level preparations are assessed, the current study conceptualizes the adaptation process as a family affair. Third, this study involves refugee families from the former Soviet Union, a population underrepresented in the literature on economic adjustment of immigrants and refugees.

**[18]**

Stereotypical Images of Blacks and Current Black Sitcoms<sup>ll</sup>

*Tisia Saffold*

*DePaul University*

Historically, Blacks have played a prominent role in television, media and entertainment. The first Black character in television can be traced back to the early 1900's. This project examined the historical role that Blacks have played within film and television, as well as their role in three current television sitcoms: Everybody Hates Chris, The House of Payne and The Game. Within these Black sitcoms, three historical stereotypical characters: the Coon, the Sambo, and the Black buck were the depictions chosen to explore. This project examined these sitcoms to determine if early stereotypical images can still be found in modern day Black shows. A literature review was conducted to explore and trace the presence and prevalence of Blacks, and their stereotypical images, on television and film. A content analysis of the three shows, by character, was used to evaluate whether these current sitcoms contained similar historical stereotypical images of Blacks. Television plays an influential role in the lives of youth as it influences sexual behavior and self perception. Limited research has been done to examine the influence that stereotypical images of Blacks have on the Black community and general perceptions about Blacks. The impact of television, along with the stereotypes and coupled negative connotations, makes it increasingly important to ensure that depictions of Blacks on television reflect real experiences

and provide positive role models. Knowing its impact, we can use television as a medium to improve youth perception and health.

## [19]

Constructing Cultural Modifications in Latino Oxford Houses to Aid the Recovery of Residents<sup>II</sup>

*Stephanie Salamanca*

*DePaul University*

Oxford House is a substance abuse recovery home committed towards providing its residents with a familial and democratic setting. During their stay at an Oxford House, residents are required to abstain from drugs and alcohol, pay rent, and attend weekly meetings to discuss any issues that the house may be facing. Even though an immense number of people have recovered from their substance abuse through Oxford House, Latinos represent a diminutive portion of that population. However, for the first time, the Illinois chapter is establishing culturally-modified Oxford Houses for the Latino population. The rules and environment of these houses will be altered to accommodate residents who live a Latino culture. In order to distinguish the factors that need to be modified, Oxford Houses in Texas will be interviewed because Latinos represent a significant portion of their residents. The goal of these interviews is to discover what can be done to accommodate those who will be living in the culturally-modified houses in Illinois. The desired result is to establish Oxford Houses that will encourage more Latinos to participate in their substance abuse recovery program. Since this study will still be collecting data by the time of the conference, its current progress will be reported in the poster presentation.

## [20]

Loneliness as an Indicator of University Mission Perception<sup>II</sup>

*John Temperato & Joseph R. Ferrari*

*DePaul University*

The present study examined whether scores on a reliable and valid measure of loneliness (Russell, 1996, *Revised UCLA Loneliness Scale – Version 3: RULS*) served as a predictor of knowledge and endorsement of the university mission, vision, and values. To assess student perception of civic engagement support by their university, the *DePaul Mission and Values Inventory* (DMV) is a 39-item measure assessing student, faculty, and staff perceptions of their institution as urban, Catholic, and Vincentian. The university is urban is apparent in that the institution is established in a large, metropolitan area in service to neighboring communities. The university is Catholic in that it expresses its Catholic identity but also invites other religious ideology and practice. Finally, the university is Vincentian for its namesake principles which advocate service to poor and impoverished communities and individual “personalism.” The current study compared two Catholic, Vincentian institutions in terms of loneliness scores and their correlation to knowledge and endorsement of the institutional mission. Students from two universities (Sample 1,  $n = 41$ ; Sample 2,  $n = 41$ ) with similar institutional values were assessed via online survey administration regarding their experience of their university as Catholic, Vincentian, and urban. Students completed reliable and valid self-report measures of loneliness (RULS – Version 3), Hagborg’s (1994) school sense of community index, Ferrari and Velcoff’s (2006) DePaul Mission and Values Inventory, and Reynolds’ (1982) Marlowe-Crowne Social Desirability Scale – Form C which assesses socially desirable response tendencies. Scores were compared within as well as between institutions when comparing loneliness to institutional mission perception scores.

## Concurrent Sessions

~Concurrent Session I~ concurrent session I~ concurrent session I~

[21]

Women Mentoring Women from a Cross-Generational Perspective<sup>1</sup>

*Debra Trude-Suter*

*National-Louis University*

Mentoring used to work in such a way that a senior male executive would anoint a younger version of himself as his protégé. The operative assumption: Mentoring was all about chemistry between two people who had a lot in common. It was also about connections - the mentor, who was several rungs higher up the ladder, could steer the lower man toward career- enhancing projects or highly visible assignments. Now, fast forward to the present. Women have poured into the new world of work, and they've found they aren't welcome in the old boys' club of mentoring. They often can't rely on men to pick a female protégé. They can't depend on being able to socialize in the old style - on the golf course or over a cigar - to form personal bonds. So women have changed the rules. They've invented formal practices where none existed before, making mentoring more organized and focused. With all of this in mind it seems only natural for women to take the lead on women mentoring women from a cross-generational perspective. Not only is this timely, it is imperative that we as women consider both our workplace and our personal lives as the breeding ground for paving the way to a new way of thinking and working.

[22]

Reflecting on Paths Taken in a Diverse Urban Setting<sup>III</sup>

*Patricia G. Bray<sup>1</sup> & Catherine Wilson<sup>2</sup>*

*<sup>1</sup>The University of Texas School of Public Health, <sup>2</sup>The University of Chicago*

Background: *The 2007 Community Health Reports: Gulfon Area Neighborhood* is an assessment of health and wellbeing at a neighborhood level. This was a multi-faceted study, using an adapted WHO model, conducted over a three year period with community members involved in each phase of the study. Objective/Purpose: The purpose of the study was to build collaborative partnerships in order to identify more robustly the community health needs in an underserved, highly diverse, sub-county area of a very large urban city. Interventions were then implemented for prioritized needs. Methods: Taking a Social Determinants of Health approach, the study used both quantitative and qualitative data. Quantitative data included population health data and socioeconomic information drawn from a variety of sources, such as the US Census and city and state health departments. Qualitative data were collected through key informant interviews and a Community-Based Participatory Research approach. Results: This densely-populated neighborhood is home to people from over 70 nationalities, speaking approximately 40 different languages. Along with other growing minority communities, residents, new immigrants and refugees are under added economic and political stress. The interventions designed for the study took these factors into consideration. The result included a four-pronged plan to address one of the most serious issues facing the community – drop out rates for pregnant and parenting teens. Discussion/Conclusions: By examining the contextual features of the community through community

representatives, public health interventions can be customized in a way that is more likely to produce significant impacts and to make systemic change.

## [23]

Researching Hard to Reach Communities: Engaging African American MSMW about Their Sexual Health<sup>II</sup>

*Darnell Motley*

*Stroger Hospital*

African American men who sleep with men (MSM) are one of the fastest growing populations in the US impacted by HIV/AIDS. Though interventions have been developed to address mainstream MSM in an attempt to limit risky sexual practices and other behaviors which put one at risk for HIV/AIDS infection, there have been relatively few focused specifically on African American MSM. Though these interventions could have value for African American MSM, they often do not take into account the various cultural factors which may impact HIV/AIDS infection among African American MSM. Similarly, interventions geared toward African American MSM may not take into account the differences in the experiences of African American men who sleep with men and women (MSMW). Thusly, this presentation examines these factors with respect to a new sexual health intervention (POWER) specifically geared toward African American MSMW who may or may not identify as gay or bisexual. This presentation will also examine the difficulties of research that seeks to engage this population.

## [24]

Measurement Issues: Empowerment, Sense of Community, Person-Environment Fit, and Cultural Diversity<sup>I</sup>

*Leonard Jason<sup>1</sup>, Joseph Ferrari<sup>1</sup>, Ed Trickett<sup>2</sup>, Doreen Salina<sup>3</sup>, Tony LoSasso<sup>2</sup>, John Majer<sup>4</sup>, Brad Olson<sup>3</sup>, Lisa Walt<sup>1</sup>, Dave Mueller<sup>1</sup>, Richard Contreras<sup>1</sup>, Josefina Alvarez<sup>5</sup>, Darrin Aase<sup>1</sup>, Ed Stevens<sup>1</sup>, Bronwyn Hunter<sup>1</sup>, Chris Beasley<sup>1</sup>, Julia DiGangi<sup>1</sup>, Olya Rabin-Belyaev<sup>1</sup>, and Elias Kinoti<sup>1</sup>*

<sup>1</sup>DePaul University, <sup>2</sup>University of Illinois-Chicago, <sup>3</sup>Northwestern University, <sup>4</sup>City Colleges of Chicago, <sup>5</sup>Adler School of Professional Psychology

Community psychology theorists have focused on the constructs of empowerment, sense of community, person-environment fit, and cultural diversity as these concepts reflect the value system at the core of community psychology. When these constructs are applied to diverse populations it is often challenging to evaluate and assess change processes and outcomes as measurement issues often arise. This roundtable will integrate theory and research, with a focus on qualitative and quantitative issues in measurement for empowerment, sense of community, person-environment fit, and cultural diversity. One overall theme that integrates these concepts is the importance of context when choosing or designing measurement instruments. This becomes especially evident when conducting research with special populations such as the Oxford House, a self-run, self-supported, sober living community for individuals in recovery from substance use. Specifically, graduate students will present on measurement issues unique to each construct while highlighting the unifying theme of context and suggesting strategies to address challenges. Using a contextual framework to design measurement instruments for empowerment, sense of community, person-environment fit, and cultural diversity may lead to more accurate representations of each construct and thus may inform future endeavors in program development and evaluation, policy, and practice. The roundtable will consist of presentations by graduate students on the different methods and reactions by PhD level researchers in the area of community psychology. The roles that community psychologists can play in resolving measurement issues will be discussed. One discussant will offer insight at the end of the session and audience participation will be encouraged.

[25]

How and Where do Community Psychologists Act as Consultants? <sup>III</sup>

*Judah Viola & Susan McMahon*

*National-Louis University*

**Symposium Abstract:** The panelists work in a variety of capacities as evaluation consultants to non-profit organizations. Together, the panelists authored chapters in an upcoming book “Consulting and Evaluation with Nonprofit and Community-Based Organizations”. After an introduction by the session chair, each author will present the main tenets of their chapter and share their lessons learned. The session chair will moderate an interactive, dialogic session where audience members will be invited to ask questions and share their personal experiences and strategies for successfully starting as an independent consultant with nonprofits. The program discussant will then offer some concluding thoughts and audience members will receive ‘tip sheets’ from the panelists, summarizing the various lessons learned, as well as a list of resources from which to obtain additional information on the session’s topics.

Consulting with Small Community-Based Nonprofit Organizations: Insights and Understandings

*Leah C. Neubauer*

*National-Louis University*

**Presentation 1:** This presenter is the Associate Director of a center based in a large urban university that specializes in evaluation consulting with small nonprofit community-based organizations (CBOs). In her work over the past ten years, she has ‘grown up’ in academia, obtaining undergraduate and graduate degrees, while ‘paying the bills’ working on multiple research and evaluation practice opportunities made available by the center and the relationships she created because of its existence. Working with two University faculty members, her administrative role in the Center provided ‘non-stop mentorship’, real world experience, and financial compensation. With the point-of-view of a student-turned-evaluator/administrator, the presentation will chronicle “ten insights and understandings” from a collective experience of initiating and developing a university-based consulting center focused on working with a number of diverse small CBOs, while drawing on the skills and expertise of academics, administrators, evaluators and key community leaders and informants.

Public Policy Consulting

Steven Howe

*National-Louis University*

**Presentation 2:** The presenter is on the faculty at the University of Cincinnati. He also operates as a public policy consultant who has worked with local, regional and state organizations on policy matters affecting persons who are homeless, children in the public foster-care and adoption systems, and low-income persons seeking jobs and medical insurance. He has also consulted widely on low-income housing and race discrimination in housing. The particular focus of his talk will be on building alliances with governmental and public sector organizations with policy agendas that require grounding in the results of social science research. The public policy consultant often operates in the shadow of legislators and advocacy groups who are the public faces of policy initiatives.

Networking with a Purpose

Shaunti Knauth

*National-Louis University*

**Presentation 3:** The presenter is the associate director of university assessment at National-Louis University in Chicago. She has worked in education evaluation for over a decade. Clients have included

universities, foundations, and educational associations. Her talk will cover: reframing your view of networking, techniques for building your professional network, putting your network to work for you and your clients, and how to overcome challenges to networking.

Developing and Maintaining Long-term Consulting Relationships

Gary Harper

*National-Louis University*

**Presentation 4:** The presenter is on faculty at DePaul University in Chicago as well as the co-director of the Center for Community and Organizational Development. He has more than 20 years of experience conducting community-based research and consulting projects with non-profit agencies and organizations that provide health promotion services to adolescents, with a primary focus on HIV/AIDS-related organizations. His talk will cover the benefits of long-term consulting relationships as well as strategies for developing and maintaining long-term consulting relationships.

[26]

Qualitative Methods in Community Psychology: Fostering Interdisciplinary Perspectives<sup>1</sup>

*Ben Boldt, Valerie Anderson, and Patrick Janulis*

*DePaul University*

**Symposium Abstract:** Community psychology has long called for a multi-method, interdisciplinary and collaborative approach to research. Additionally, many researchers have noted the absence of qualitative inquiry (Stewart, 2000; Miller, Hengst & Wang, 2003) as well as the marginalization of qualitative methods within community psychology (Banyard and Miller, 1998). This symposium will cover a range of community-based research projects from various fields (psychology, sociology, anthropology) that will explore how methods traditionally used in different fields can be applied to community psychology-related research. Ben Boldt will discuss his work on childhood socialization and narrative practices from a cultural and developmental psychology perspective. Ben will provide the framework for this discussion in light of ethnographic methods. Valerie Anderson will present her research on homelessness through the use of discourse analysis. Particularly, Valerie's focus is on the application of qualitative methodologies and how these methods embrace core community psychology values. Patrick Janulis will discuss his sociological and public health work on injection hygiene breach through the use of videographic methods as well as research-directed policy implications. Finally, the strengths and limitations of ethnographic and similar methods will be discussed.

Properties of Ethnography in Cultural Developmental Psychology

*Ben Boldt*

*DePaul University*

**Presentation 1:** Ethnography is the gold-standard method of research in anthropology. During recent decades this method has migrated into other social-scientific disciplines including sociology, cultural psychology and community psychology. Today I will discuss the tools involved in ethnographic research as well as the features that characterize this research method. Participatory observing and in-depth interviewing are the main tools used for data collection during fieldwork. The properties of ethnography to be discussed include its sustained and engaged, microscopic and holistic, and flexible and self-corrective nature. Sustainment and engagement refer to how the researcher applies the tools of observation and interviewing. Data collection and analysis take the form of microscopic everyday events as well as holistic information about the various contexts that shape the research phenomena of interest. The flexible and self-corrective natures of ethnography allow the researcher to hone and

modify their research questions or data analysis over time. Following a brief discussion of the fore-mentioned properties, an application of ethnography to the field of cultural developmental psychology will be presented.

Applying Ethnomethods to Community Psychology

*Valerie Anderson*

*DePaul University*

**Presentation 2:** Historically, the application of qualitative and particularly ethnographic methods has been marginalized by community psychology as a way to understand complex social issues and develop cohesive, ecological interventions. Ten homeless men with felony status are participants in a semi-structured interview and case file study. The present study examines narratives of individuals facing these disenfranchising statuses with an aim to better understand the nature of these social positions and how meaning is constructed through applying discourse analysis to these particular narratives. Finally, an argument will be made that ethnomethods encompass many of the core community psychology values and will call for community psychologists to begin embracing these methods. Findings of the study will also be discussed in light of recommendations to service providers, policymakers, and researchers.

Exploring Videographic Methods in the Study of Injection Hygiene Breach

*Patrick Janulis*

*DePaul University*

**Presentation 3:** High prevalence rates of viral and bacterial infections among injection drug users continue to pose a significant health risk for this population (Amon et al., 2008; Des Jarlais, McKnight, Goldblatt, & Purchase, 2009). Past research has failed to adequately document or understand the continued failure of harm reduction interventions within this community (Rhodes, Singer, Bourgois, Friedman, & Strathdee, 2005). Methodological issues plague this research including the near exclusive reliance on participant recall when measuring risk behavior. The following study utilizes in situ videotaped injections as a new, more precise, and grounded measurement of injection hygiene breach. Initial results and reflections from this pilot study (n = 17) will be discussed. Emphasis will be placed on the process of this novel method, the theoretical foundation of this research, the interdisciplinary collaboration required for this project, the continued effort to combine research and action, and the public health policy implications of this study.

**[27]**

Efficacy in Research: Multiple PI's, Perspectives and Organizational Levels<sup>II</sup>

*Sharon Song, Ph.D., ABPP, Frank J. Prerost, Ph.D., and Karen Farrell, Psy.D.*

*Midwestern University*

Pursuing government funded research is best suited for the academically resilient. There are numerous technologically-driven steps involved that make the process arduous and time intensive. A group of Midwestern University faculty have developed mutual interest in PROMIS research, and have found reward in seeing its conceptualization evolve. Not only has the collegiality and collaboration among the PI's been psychologically sustaining, but the most productive part has been the incorporation of multiple perspectives and multiple organizational levels. The faculty will bequeath their 'lessons learned' to students.

~Concurrent Session II~ concurrent session II~ concurrent session II

[28]

Community-Based Internships: Making the Transition from Student to Professional<sup>III</sup>

*Susan Staggs, Jenna Johnshoy, Angela Webb, and Lynnea White*

*University of Wisconsin - Stout*

Co-facilitators of this roundtable session are three students in the Master's in Applied Psychology program at the University of Wisconsin – Stout who recently completed their first “solo” community engagement project during a summer internship in program evaluation. The session will be moderated by their internship instructor, Susan Staggs, and is designed to facilitate discussion of internship experiences from a community engagement perspective. The session will begin with a brief discussion of each student facilitator's successes, challenges, and lessons learned on a diverse set of evaluation-oriented community engagement projects. Students conducted evaluations of midwife birthing center, a campus-based Center for Applied Ethics, and a domestic violence center's volunteer training program. In all cases, students had for the first time in their graduate training the primary responsibility for finding and securing a community-based evaluation project, engaging and gaining the trust of community stakeholders, and implementing a small evaluation. We will use the stories our facilitators tell about their personal experiences transitioning from student to professional as a jumping-off-point for inviting attendees to reflect on their own internship experiences, highlighting factors they found especially helpful or difficult during that experience. Students who have not yet taken an internship class will be invited to share their hopes and anxieties about this special part of graduate training and dialogue with those who have already taken that important first step. This is a professional development session rather than a research presentation session. Therefore, we will not be discussing theory or presenting research findings.

[29]

Using Risk Assessment to Leverage Systems Change<sup>II</sup>

*Jodi Petersen, Christina Campbell, Eytayo Onifade, Ph.D., Catherine Mooney, Jessica Kushler, Renee Voelker, Leanne Peterson, and William Davison, Ph.D.*

*Michigan State University*

**Presentation 1:** When thinking of ways to leverage systems change within the juvenile justice system, quantitative tools such as risk assessment measures are not often the first options considered. This presentation will explain how, through a partnership with a county court, risk assessment measures have been used in several ways to better understand an understudied population, keep youth in community based treatment rather than residential facilities, keep low risk youth from becoming further entrenched in the courts, and better assess what youth are most in need of the court's attention. Beyond current projects, this presentation will also discuss some of the challenges and interesting things to consider when working with a governmental agency such as a county court. The Youth Level of Service/Case Management inventory is a 42 item risk assessment measure that aids in better understanding the strengths and needs of youth who come into contact with the court. This presentation will discuss validation of the measure using 2 year recidivism follow up on over 2000 youth from an industrialized Midwestern county court system. System changes as a result of this research will also be discussed.

**Presentation 2:** A short form version of the Youth Level of Service/Case Management Inventory has been created to help intake workers better separate low risk offenders from the general population and divert them from court involvement. This measure contains the 11 items from the original YLS/CMI that

are most predictive of recidivism. The validation of this measure will be discussed on a sample of 150 youth. Implications of using this measure to focus the court's attention on youth most needing intervention will also be discussed.

**Presentation 3:** The Juvenile Sex Offender Assessment Protocol (JSOAP II), a juvenile sex offender risk assessment measure, is also being used in this industrialized Midwestern county court to predict sexual recidivism. The need for this measure and validation procedures will be discussed using data from two nearby counties on 126 youth. This measure's implications will also be used, primarily discussing how it aids in keeping low risk offenders out of costly residential treatment centers with questionable effectiveness and instead encourages keeping low risk offenders in community based treatment.

**Presentation 4:** This presentation will discuss how a new measure is being created to aid in the case management and understanding of youth involved in the intensive neglect/family support services portion of the court. While the aims of this portion of the court are slightly different, the goal continues to be to assess unmet needs and pair individuals/families with the services that can be most effective in preventing future abuse and neglect. Current issues and needs of the court will be discussed, as well as how this measure was developed and is currently being used to meet those needs.

### [30]

Effecting Policy Change through Academic and Community Collaboration in Jail Based Health Programs<sup>||</sup>

*Brittany Parenti<sup>1</sup>, Doreen Salina<sup>1</sup>, Ph.D., Lisa Walt<sup>2</sup>, Ph. D, John Parisot<sup>3</sup>, and Tyrone Cook<sup>4</sup>*

*<sup>1</sup>Northwestern University, <sup>2</sup>DePaul University, <sup>3</sup>Cermak Health Services, <sup>4</sup>Loyola University*

Collaboration with correctional systems can provide unique opportunities to reach individuals that are especially at-risk for negative physical and mental health outcomes. Prior to incarceration, individuals often do not have access to adequate health resources or treatment, and thus, would greatly benefit from health interventions administered during their detention. However, this population is notoriously underserved, and difficult to gain access to and engage in prevention programming or treatment while in a correctional setting. Collaborative efforts between community psychologists and jail administration, if effective, may be able to initiate the policy changes necessary to reduce recidivism and modify the long-term health and well-being of this population. However, correctional settings contain inherent barriers that delay and prevent policy change as these settings can be highly defensive; rooted in rules, regulations, and routine. These are contrasted by the systemic barriers that are in place through federal guidelines that are designed to protect prisoners but further limit the ability to conduct research with incarcerated individuals. We will discuss these unique barriers and address effective ways of accessing the correctional system through networking with jail officials, guards, and administration members. Panel members also address what types of studies have the greatest impact on widespread correctional policy changes, what policies need to be altered, and how to reconcile the paradigm differences between these two systems. Case Report Data will be presented as well as preliminary analyses from two current projects. We will discuss how this data can be used to enhance the practical application of ecological theory.

### [31]

Spirituality and Community Psychology: Is there a Place for Faith?<sup>||</sup>

*Patrick Janulis, John Temperato, Todd Bottom, Joseph R. Ferrari, and Angela Koenigs*

*DePaul University*

Recent years have witnessed a renewed focus towards spirituality and meaning in psychology (Maton, 2001) and the intimate connection between these beliefs and the community (Pargament, 2008).

Spiritual beliefs are powerful and important influences on behavior yet relatively little is known about the spiritual dynamics between and within communities, institutions, and individuals. As with many underdeveloped topics, emphasis is almost exclusively placed on individuals while little attention is paid to measure other levels of analysis. Community psychology's emphasis on diverse perspectives and inclusion of stakeholders demands a renewed effort towards seriously including spirituality into our conceptualizations and understanding of everyday life. This round table will discuss the spiritual dynamics between and within communities, the micro-, meso-, and macro- level influence of spirituality, and the difficulties in conceptualizing and studying it. Additionally, emphasis will be placed on the continued failure of community psychology to embrace this line of study and promising areas of research that may benefit from renewed interest in this topic. Participants will be asked to ponder the role of spirituality in what they do in communities.

### [32]

#### Breaking Free from the Pigeon's Hole: Reconsidering our Assumptions<sup>II</sup>

*Susan McMahon, Chris Keys, Julia DiGangi, and Mike Brubacher*

*DePaul University*

In the spirit of this year's ECO theme, our roundtable will draw upon innovative community-based research that helps reframe our thinking about diversity in complex and marginalized communities. Specifically, we will draw on our experiences studying the role that gender plays in moderating disabled students' relationship with their environment and their psychological outcomes. In particular, we will discuss how our findings suggest that the experiences of disabled adolescent boys and girls differ from conventional wisdom and previous research on non-disabled youth.

While gender has long been considered an important moderator for understanding sex differences in behaviors and psychopathology (e.g., Grant et al, 2003; Phillips et al, 2006), earlier research on gender as a moderator has focused virtually exclusively on able-bodied individuals. For example, a recent meta-analysis examined 68 studies reported a moderating effect for gender such that girls were more likely to respond to stressors with internalizing symptoms and boys were more likely to respond with externalizing symptoms. However, this recent meta-analysis did not account for disability in any of its analyses. Our research suggests that gender may play a distinct role in the lives of disabled youth that differs from what it does for their able-bodied counterparts. The goal of this roundtable will be to frame the findings from our study in a way that encourages robust dialogue about how, as scholars, we continue our path toward understanding the many layers of diversity.

### [33]

#### Religious Organizations as a Nexus for Social Change<sup>II</sup>

*Benjamin Hidalgo<sup>1</sup>, Nathan Todd<sup>1</sup>, and Peter Hubbard<sup>2</sup>*

*<sup>1</sup>University of Illinois at Urbana-Champaign, <sup>2</sup>Michigan State University*

**Symposium Abstract:** In our country, religious organizations provide an important context for social action across multiple community issues and social locations. For a large segment of the population, these organizations can mediate how and when individuals engage other social structures. This symposium will examine three religious organizations and the processes by which they serve as bridges for individuals to create change in their communities. Ben will share an analysis that examined a variety of congregational responses to community substance abuse. In Nathan's paper, a case study of two religious networks focused on social justice will be presented to explore how individuals and groups engage in social networking to work for social justice from liberal and conservative perspectives. Peter

will discuss an upcoming project looking at young African American men who have sex with men and the potential of the African American Church to serve as a venue for HIV/AIDS prevention.

Congregational Responses to Community Substance Abuse:  
Exploring the Culture and Structure of Faith-Based Drug Programs

*Benjamin Hidalgo*

*University of Illinois at Urbana Champaign, Rand Corporation*

**Presentation 1:** Faith-based programs serve a significant proportion of persons seeking help with substance abuse. This project aims to shed light on the culture and structure of faith-based responses to substance abuse and to, ultimately, identify possible points of engagement with traditional service delivery and public health professionals. It draws on case study data from a larger study examining congregational capacity for health promotion and HIV prevention and care. A case by case thematic analysis was conducted, coding across various public health, organizational-behavioral, and religious elements. Four key thematic areas emerged from the analysis: (1) centrality of religious doctrine and spirituality to treatment model, (2) relationship between the congregation and the treatment program, (3) relationship between the treatment program and external programs and community partners, and (4) the social construction of key components of the faith-based treatment process.

An Ethnographic Exploration of Liberal and Conservative Religious Networks Working for Social Justice

*Nathan R. Todd*

*University of Illinois at Urbana Champaign*

**Presentation 2:** Community psychology has advocated for the location of research and action within religious organizations. Often, the local religious congregation is the focus of such inquiry. However, other forms of religious organizations exist, such as grassroots organizations that consist of individuals from different congregations who network together in pursuit of common goals, often based on a shared sense of religious faith. This presentation examines two such religious networks focused on promoting social justice. Specifically, each network is comprised of individuals from different religious congregations who meet monthly with the expressed goal of working for justice. One network has predominately conservative and the other liberal participants. Based on one year of ethnographic fieldwork with both religious networks, this presentation reports on the similarities and differences in how these groups narrate (a) membership, (b) perceived impact, (c) a religious basis for social action, and (d) what constitutes justice. I will also describe my tensions in participating and doing research with both networks. Finally, these observations will be connected with the literature on social networking, social justice, community psychology, and the role of religious organizations in promoting justice.

The Church as an Indigenous Venue to Positively Affect the HIV-risk Behavior  
of Young African American Men who have Sex with Men

*Peter J. Hubbard*

*Michigan State University*

**Presentation 3:** Young African American men who have sex with men (YAAMSM) are disproportionately affected by HIV/AIDS. This disparate burden has necessitated the identification of new indigenous venues to deliver prevention interventions. Given the importance of the church in the African American community, scholars have suggested one such venue may be African American churches. However, to date there has been a dearth of research aimed at understanding the effects of church membership on the HIV-risk behavior of YAAMSM. This presentation will (a) review the limited existing research on YAAMSM's relationship with the church, (b) highlight the extent YAAMSM are active in churches, along with tensions that may limit this population from full acceptance and integration in church

congregations, (c) identify reasons churches may be a viable venue for targeting YAAMSM for HIV-prevention, and (d) discuss a proposed exploratory project aimed at understanding the extent church membership influences the HIV-risk behavior of YAAMSM.

### ~Concurrent Session III~ concurrent session III~ concurrent session III

#### [34]

Engaging Community Members in Conversations Around Data<sup>II</sup>  
*Jennifer Mortensen, Charles Collins, and Pennie Foster-Fishman*  
*Michigan State University*

*Yes We Can!* is a comprehensive community initiative funded by the Kellogg Foundation that aims to build powerful residents and more effective local organizations so that these two sectors can work collectively towards systems change. A team from Michigan State University has been involved in evaluating this initiative since 2001. Our evaluation includes longitudinal survey data from 658 residents as well as interview data from 55 residents. During the summer of 2009, four Resident Learning Sessions were held in addition to three Organizational Learning Sessions. During these sessions, we shared evaluation findings with residents and organizational leaders to discuss the progress of the initiative to date, why greater success was not achieved, and where the initiative should go in the future. Presenting data to community members proved to be an effective way to share evaluation findings and to generate conversations about successes and challenges in community-wide initiatives. This roundtable conversation will include a discussion of a number of processes used to engage both community residents and organizational leaders in conversations about evaluation findings from a community-wide initiative called *Yes We Can!*. We will ask roundtable participants to share ways in which they have engaged with community members to discuss research findings, as well as brainstorm ideas for future processes.

#### [35]

Evaluation within Systems: Benefits, Challenges, and Solutions<sup>III</sup>  
*Lindsey Back<sup>1</sup>, Adia Gooden<sup>1</sup>, Michael Brubacher<sup>1</sup>, Chris Keys<sup>1</sup>, Susan McMahon<sup>1</sup>,  
Tere Garate<sup>2</sup>, and Fabricio Balcazar<sup>2</sup>*  
*<sup>1</sup>DePaul University, <sup>2</sup>The University of Illinois at Chicago*

Conducting an evaluation within the constraints of a large, complex system can be tedious and stressful, especially given that systems are constantly but not consistently changing. In addition to the obvious tasks of evaluation, the evaluator must also become aware of a system's climate, navigate the leadership, and gain knowledge of the inner technical workings of the system—all of which can change at any time. Additionally, evaluators often face ambiguity from the system about the process and/or goals of the work, while simultaneously attempting to satisfy multiple stakeholder groups' needs. How can evaluators work within these systems to produce meaningful, useful results? When evaluations provide a basis for research studies, the process becomes even more complicated. Often systems are too dynamic to even tolerate evaluation, which arguably may require less stability than scientific research. Despite its challenges, evaluation within systems is necessary. It can yield fascinating, valuable results that will influence future service. Science needs to be developed in real world settings as well as laboratories with limited external and constituent validity. This roundtable discussion will include evaluators and researchers experienced in—and still learning about—working within systems, as well as an insider from a complex Chicago system. Discussion will not present specific data or results, but will instead offer experiential knowledge and attempt to generate new ideas. Guiding questions will focus on how systems dynamics influence evaluation strategies, how dynamics of systems are captured in

evaluation methods, implementation and theory, benefits and challenges of evaluation within dynamic systems, effective approaches to working within systems, the impact on stakeholder groups and quality of service and how to bridge the gap between evaluation and research in dynamic systems.

## [36]

### Utilizing New Media for Social Change and Empowerment<sup>II</sup>

*Diana L. Arntz, M.A., Jennifer West, M.A., J. Sophia Nam, Ed.M., and Charles Cederberg  
Boston College*

**Symposium Abstract:** This presentation focuses how new media and technology may be leveraged to engage youth in social justice outreach and organizing locally and internationally. We will lay the ground work for these interventions by integrating positive youth development and community psychology theories and perspectives. Moreover, an innovative example of an internet-based youth intervention will be described. This intervention, GenerationPulse.org, not only connects youth, but encourages and enables them to use the tools and motivations they already have (i.e., the internet and social networking) and apply these toward social change and outreach. Specifically, by providing a safe online community, GenerationPulse (GP) invites young people to exchange experiences that shape their lives and to reach out to displaced and disenfranchised youth. Once given a voice in a community of peers, and once given the chance to interact with other young people from different backgrounds and social circumstances, these youth are inspired and empowered to become catalysts for social justice and change within their own communities. Additionally, the Post-Cards to Africa project (a GP special outreach intervention) connects former child soldiers and children of war in Northern Uganda with youth in the United States to promote peer mentoring, social support, and positive youth development. In sum, this symposium presentation will provide an overview of innovative approaches to promoting social justice via new media and technology, including the GP Project and the Post-Cards to Africa Project. We will discuss the strengths, challenges, and lessons learned from this internet-based youth intervention and its implications for social change. The first presentation will discuss the integration of Positive Youth Development and Community Psychology theories and perspectives as a foundation for technology oriented youth organizing. The second presentation will describe GP and Post-Cards to Africa as an innovative example of electronically mediated youth and social change intervention. The third presentation will present specific research findings on youth outcomes and social change from the Postcards to Africa project and the implications for international research on new media social change interventions.

### Laying the Ground Work: Integrating Positive Youth Development and Community Psychology Frameworks to Develop and Research Online Social Justice Youth Programs

*Diana L. Arntz, M.A.  
Boston College*

**Presentation 1:** Youth across the world are becoming increasingly engaged with the internet and technology for social networking, educational activities, and recreational use and such tools can be utilized to promote peer mentoring, empowerment, and community development. This presentation will discuss the ways that Positive Youth Development (PYD) and Community Psychology (CP) theories and perspectives converge towards a more empowerment and social-justice approach that provide a foundation for technology oriented youth organizing. PYD and CP theories have evolved greatly since the earlier 20th century conceptualizations of “youth as fundamentally flawed” and now recognize that even the most disadvantaged youth have resiliencies to call upon. In particular, Damon (2008) has identified a strength referred to as “seeking purpose” that has been defined as the inclination towards long-term goals (e.g. making a difference in the world) rather than the fixation on short-term goals (e.g.

getting good grades) that are typically exemplified among youth. Youth can benefit from being empowered to help bring about social change and one medium of tapping into the strength of “seeking purpose” is through online youth organizing programs such as GenerationPulse and Post-Cards to Africa. Strengths and challenges of the current community intervention and research will be highlighted through vignettes from the GenerationPulse and Post-Cards to Africa online interventions. Moreover, the presenter will reflect on the research team's experiences that have shaped the way they attempt to do social justice work in community settings through the internet with PYD and CP lenses. Recommendations for researchers, providers, and community leaders on developing, utilizing, and researching social justice youth-oriented online programs with a PYD and CP framework will be discussed.

GenerationPulse and Postcards to Africa: Fostering the Social Change Agents within Diverse Youth Populations through Online Creative Inter-Communication

*J. Sophia Nam, Ed.M. & Charles Cederberg  
Boston College*

**Presentation 2:** In response to the demonstrated potential in leveraging youths’ strengths, especially as agents of social change, to expand the mission of youth work beyond individual change to systemic change (Lerner, 2004; Goodman, Liang, Helms, Latta, Sparks, & Weintraub, 2004), an online youth organizing program was developed, namely GenerationPulse (GP). This symposium describes how internet-based initiatives such as GP are able not only provide the means for youth to engage in social change from a macro level, but also serve as a catalyst for change within one’s own communities. The electronically-mediated exchanges between U.S. and Ugandan youth in GP’s flagship project, Post-Cards to Africa, provides an illustrative example. The project amplifies the role and agency of youth by raising the awareness and sense of personal connection among U.S. youth participants regarding the plight of Children of War; the experience is expected to empower both parties to actively participate in and seek change, as well as create a global network that has power to affect social policy regarding Children of War. The case example of Post-Cards to Africa further illustrates an evolving concept of society’s construction of “community” within our modern world (Chekki, 2000), as new media and technology create opportunities long considered impossible or impractical to unite different peoples. It is hoped that this case example will highlight the utility of the internet as a tool for community psychologists, as it can facilitate social change by connecting peoples who would otherwise be unreachable due to geographical, socio-economic, cultural, and developmental divides.

Evaluation of an Online Youth Organizing Program

*J. Sophia Nam, Ed.M. & Charles Cederberg  
Boston College*

**Presentation 3:** This portion of the symposium will present the preliminary evaluation results of Post-Cards to Africa, an electronically-mediated international program designed to increase psychosocial supports for youth in Northern Uganda, as well as raise awareness and action among youth allies in the United States. Through partnerships with students from Boston College, U.S. secondary schools, and World Vision's internally displaced persons (IDP) camps, 150 displaced children of war in Northern Uganda with 150 youth in the United States were recruited. Each participant was connected with a pen pal, with whom they exchanged postcards and letters answering questions, such as “What does peace mean to you?”, “Who is your hero?”, and “What are the words that you live by?” over the course of a semester. All postcards were submitted to the GenerationPulse website where they were available for public viewing. At the completion of the intervention, participants were either administered a paper-and-pencil survey or interviewed to assess their perceptions of the Project's personal impact, as well as their power to create change, and feelings of connection with other youth participants. Data were

primarily analyzed through qualitative thematic analysis. We will discuss how this preliminary analysis demonstrates the potential for using new media to reach diverse youth, including underserved and marginalized populations, promote a generation of socially-conscious young people, and empower them to become agents of change. Limitations will also be discussed.

### [37]

Working With a Community Organization to Provide Housing and Jobs for Ex-Offenders, Substance Abusers, and Minorities<sup>11</sup>

*Inga Mileviciute, Stephanie Marez, Gilberto Padilla, LaRonda Stalling, Carolyn Ellis, Elbia Navarro, Ashley Allis, Brian Bell, Jodi Bachrach, Olivia Masini, Roberto Luna, Venita Embry, Angeliq Myles, Nicole Noel, Sharitza Rivera, and Leonard Jason, Ph.D.*

*DePaul University*

The field of community psychology has challenged us to try to find ways to work collaboratively with community settings to deal with some of our more intractable problems. The need for such collaborations is even more critical in these recessionary times. As one example of a societal problem facing our nation, hundreds of thousands of substance abusers are warehoused in prisons and other settings, and their re-entry to community settings is compromised by affordable housing and job opportunities. In our presentation, we will share our preliminary results with our efforts to work collaboratively with the Oxford House self-help organization in establishing recovery homes for high risk minority women leaving Cook County jail, men and women exiting the Illinois criminal justice system, and Latinos finishing substance abuse treatment. We will have a dialogue with our partners from the Oxford House organization as well as with our staff who have been working to provide safe, abstinent housing and job opportunities within newly created culturally sensitive Oxford Houses in Chicago and other locations within Illinois.

### [38]

We Don't All Look Alike! Research Tools and their Ability to Capture Within Group Diversity<sup>11</sup>

*Nellie Tran, M.A.*

*The University of Illinois at Chicago*

**Symposium Abstract:** This symposium seeks to explore the values and shortcomings of the field's study of culture and incorporation of culture in research studies. In particular, we will explore the within group diversity in experiences of Asian Americans, Latinos, and Blacks. This symposium will also discuss methodologies that capture and give voice to the diversity in experiences within these different groups. Implications and suggestions for future research will also be discussed.

The Making of a Model Minority:

A Critique of the Asian American Academic Performance Literature

*Nellie Tran, M.A & Dina Birman, Ph.D.*

*University of Illinois at Chicago*

**Presentation 1:** Researchers across disciplines have recognized the necessity of using diverse samples that are representative of the U.S. population in order to account for the influence of culture on an individual's experiences. Educational research in particular has been greatly impacted by the push to incorporate and understand the implications of cultural diversity in schools. Specifically, researchers have noted the high performance of Asian Americans as a group and searched for cultural explanations of their performance. The purpose of this paper is to present a systematic review and critique of the literature on Asian American academic performance. We argue that social science research has perpetuated the stereotype of Asian Americans as a "model minority" by using inappropriate methods

and drawing inferences not supported by the data. In particular, the field has inappropriately used comparative methodology to understand the academic performance of Asian Americans and has failed to explore within-group diversity. As a result, we recommend that the field explore within-group diversity and the effect of being a minority through the use of emic/population-specific and sociopolitical perspectives respectively.

Asian American Youth Civic Engagement from a Population-specific Paradigm across Multiple Contexts

*Wing Yi Chan, M.A.*

*University of Illinois at Chicago*

**Presentation 2:** Understanding youth civic engagement is of great interest to social scientists because it has been found to promote positive youth development (McFarland & Thomas, 2006; Schmidt, Shumow, & Kackar, 2007). Recent research has stressed the importance of context in studying youth civic engagement. However, few studies have examined the civic engagement of Asian American youth. This review takes a population-specific approach to understanding Asian American youth civic engagement. The population-specific approach emphasizes the worldview and culture of the participants in studying their behaviors (Watts, 2004). This paper examines how Asian American youths' collective historical, cultural, social, and political experiences impact their pathways to and forms of civic engagement. Specifically, it extends the literature on youth civic engagement by examining how these factors interact with various contexts (i.e. family, school, community) to influence Asian American youth civic engagement. Based on the review, a list of key theoretical and methodological issues to studying Asian American youth civic engagement will be discussed.

Authenticity in Latina/o Identity

*Noe Chavez, M.A.*

*University of Illinois at Chicago*

**Presentation 3:** The proposed presentation will discuss findings from a set of focus groups exploring the perspective of Latina/o college students in how they experienced and defined their Latina/o identity. There were a total of 12 focus groups done with a sample of 22 females and 12 males at an ethnically diverse Southern California university. Most students were of Mexican origin but other nationalities were also represented (i.e., Salvadorean, Argentinean, Cuban). Most students were second or later generation status. The focus group moderator was a Mexican-American male psychology graduate student. The questions posed to the participants led to an open discussion of their experiences and personal views concerning issues related to ethnic identity, family, language, racial discrimination, inter and intra group relations, and academic experiences. All interviews were transcribed verbatim and analyzed line by line for recurring themes. A team of undergraduate research assistants, led by a professor and two graduate students, met weekly to discuss the thematic analyses and to reach consensus on the coding of the focus groups. The general question guiding the analyses was: "what does it mean to be Latina/o or a member of the subgroup you identify with?" Analyses of the focus groups revealed a diversity of experiences and views tied to *Latineness*. Yet, there are recurrent patterns in the experience of being Latina/o. The meaning of Latina/o identity is being constructed in dynamic interaction with others. Students reported to feel as if other Latina/os were expecting or pressuring them to speak, act, think, or look a certain way, in order to be considered an "authentic" Latino. The presentation will discuss the *tension* behind defining Latinoness due to the inherent diversity and fluidity in Latinoness and within each Latino subgroup and a simultaneous process of defining "authenticity in Latina/o identity" within contexts of social interaction among Latina/os.

What it Means to be Black

*Sabine E. French, Ph.D., Ebony J. Burnside, and Tamara D. Springle, M.A.  
University of Illinois at Chicago*

**Presentation 4:** Much of the current literature on racial and ethnic identity focuses primarily on two measures -- The MIBI (Sellers et al., 1998) and the MEIM (Phinney, 1992). The MIBI and MEIM primarily assess how people feel about being a member of their racial group. Many researchers use these measures to examine how racial identity influences other constructs such as self-esteem or academic achievement. Unfortunately, such research is often mixed or inconclusive. This paper suggests that to understand the relation between racial identity and other constructs, it is not only important to know whether an individual feels good about being a member of their racial group, but also to know how they define what it means to be a member of their racial group. For example, it is likely that the relation between private regard (Sellers, et al) and academic achievement is different for an adolescent who defines being Black as being tough and devaluing education than it is for an adolescent who defines being Black as striving to be a civic leader like Martin Luther King, Jr. This investigation explored definitions of what it means to be Black using quantitative and qualitative methods with multiple samples. In one study, college students were asked to rate how strongly each of 100 adjectives define what it means to be Black and to complete two ethnic identity measures. In a different study, focus groups were conducted in which African American children, adolescents and college students discussed what it means to be a Black person. In this presentation, the researchers will present 1) the results of a factor analysis of the list of adjectives, 2) how the factors created from those adjectives relate to the racial identity measures, 3) the themes elicited from the focus groups, and 4) implications for future research.

~**Concurrent Session IV**~concurrent session IV~concurrent session IV

[39]

Struggling for Power: A Theoretical Redefinition of Empowerment<sup>II</sup>

*Erin Droege*

*Michigan State University*

As the field of community psychology has shifted over the years to an orientation of empowerment, many have called for greater sensitivity to issues of control over resources and capacity. The current presentation will highlight this need with findings from a recent study of empowerment within a local community change initiative where we have struggled with the inability of current empowerment models to sufficiently explain situations in which an empowerment focus has paradoxically led to conditions of powerlessness. Specifically, the study involved a qualitative examination of an effort that attempted to empower residents from low-income neighborhoods but became complicated by emerging power dynamics within the setting and assumptions about capacity. There is a need for conceptual models that are better able to take into account the complex environments in which empowerment is expected to take place. In response, this presentation will discuss two theories from outside the discipline that were found to be useful frameworks for expanding previous conceptualizations of empowerment and for taking into account the potential paradoxes that exist within the work of community psychologists.

**[40]**

Succeeding In Adult Life –Ways to Help Individuals with Learning Disabilities in Transitioning to Adulthood<sup>11</sup>

*Ewa Januszkiewicz & Suzette Fromm-Reed  
National-Louis University*

Learning disabilities are very prevalent. With every year there are more and more individuals diagnosed with this disability. The *Twenty-fourth Annual Report to Congress*, U.S. Department of Education, (2002) reported that 1 of every 5 people in U.S. has a learning disability. Additionally, close to 3 million children, 6 through 21 years old, demonstrate some type of learning disabilities and are under special education treatment. It is important to provide adequate and appropriate services to individuals affected so they can become fully integrated within society. This is particularly important for adults. It is not difficult to identify and treat learning disabilities in school aged children, however adolescents' and adults' needs are often disregarded and that can contribute to social isolation. Transition and change between adolescence and adulthood is a crucial time for an individual that determines whether adults with learning disabilities will be fully included in the society or will be living their lives in isolation and loneliness. The PACE Program offers a whole person training to young adults with learning disabilities and helps them in becoming independent and responsible adults. The proposed presentation shows the outcomes of a 6 months training in the Program and the change that occurred in young adults in their independence level and emotional well-being. Additionally, the history and mission of the program as well as data from previous graduates will be presented. The presentation will illustrate how a holistic approach to an individual and availability of adequate services can enhance quality of life.

**[41]**

Improving Disease Control in the Community: By Providing Comprehensive Health Care and Disease Prevention Programs to Detainees and Inmates<sup>11</sup>

*Ciujnal Jones Lewis, M.S.  
National-Louis University*

Public health education and training programs for at risk detainees and inmates requires partnership and strong leadership in both the public and private sectors. Policy, funding, collaboration and systems changes are the crucial components for success in addressing HIV infection, prevention and timely testing and medical treatment. This roundtable will offer an overview of practical guidelines for developing and implementing HIV programming in jail and prison settings. The large concentration of prison and jail inmates with serious disease or mental illness affords a unique opportunity to provide needed treatment and prevention and to help protect public health in general, Steadman and Veysey (1997). The question will be posed to what extent are prisons and jails seizing this opportunity? The Public Health Education and HIV Services Unit at Cook County Jail will be offered as a model program for discussion. This presentation is not a theoretical one but one that has proven best practices for creating partnerships and collaborations with local, state and federal organizations. Data will be used from the Chicago Department of Public health as well as Cermak Health services of Cook county Jail. At the end of this presentation, attendees will be aware of practical strategies for engaging and motivating communities to act.

**[42]**

From Training to Practice: How Frameworks Inform Research and Evaluation among Community Psychologists<sup>1</sup>

*Tina Taylor-Ritzler, Jennifer Camacho, Judah Viola, Ebony Dill, and Manolya Tanyu*  
University of Illinois at Chicago

As graduate students in community psychology programs, we spent a great deal of time learning about and “trying on” a variety of frameworks. Most of these frameworks, including those related to understandings of power, diversity, and participation, could be encompassed within a broad understanding of ecology. It seemed that the developmental process that occurred during graduate school culminated in each of us specifying our own ecological approaches to understanding social and behavioral phenomena. To be sure, our master’s theses and dissertations included varying degrees of clarity in our articulation of these. But what happened after we entered the world of work? Did our understanding of ecology change? How so? Are we faithful in its application as we engage in research and evaluation work? How does the nature of work affect this process? We are an eclectic group of community psychologists, graduates of both UIC and DePaul. We work in academic and non-academic settings. We represent applied researchers, as well as inside and outside evaluators. Come hear about our experiences and how our training has informed our practice, as well as how our practice informs our ongoing development as community psychologists. This presentation does not include data. It is a discussion of the roundtable members’ views of theory and practice issues.

**[43]**

Public Policy Roles for Community Psychologists<sup>1</sup>

*Leonard Jason<sup>1</sup>, Nicole Porter<sup>1</sup>, Steve Howe<sup>2</sup>, Nancy Bothne<sup>3</sup>, Molly Brown<sup>1</sup>, Fabricio Balcazar<sup>4</sup>, Nicole Allen<sup>5</sup>, Ben Hidalgo<sup>5</sup>, Chris Keys<sup>1</sup>, Jennifer Mortensen<sup>6</sup>, Lisa Walt<sup>1</sup>, Steven Hobfoll<sup>7</sup>, Mark Aber<sup>5</sup>, Valerie Anderson<sup>1</sup>, Abby Brown<sup>1</sup>, Jessica Hunnell<sup>1</sup>, and Olivia Masini<sup>1</sup>*

*<sup>1</sup>DePaul University, <sup>2</sup>University of Cincinnati, <sup>3</sup>Adler School of Professional Psychology, <sup>4</sup>University of Illinois at Chicago, <sup>5</sup>University of Illinois at Urbana-Champaign, <sup>6</sup>Michigan State University, <sup>7</sup>Rush University*

The Society for Community Research and Action Executive Committee has made public policy a priority for the next three years. Early discussions are imperative for determining the future course of a public policy unique to SCRA, specifically involving Community Psychology values. This roundtable aims to discuss the various roles community psychologists can play in the policy arena. The discussants take different approaches to affect second-order change including traditional policy work, consulting, activism, direct community intervention, and applied regulatory research. This group of community psychologists work across diverse settings and populations, but are unified by a common objective of creating systemic social change by implementing, evaluating, enforcing and revising policies. The discussants will introduce their work and highlight the strengths and limitations of their policy change approach and how it relates to the values underlying Community Psychology (diversity, empowerment, collaboration, context, etc.).