



# 40<sup>th</sup> Annual Midwest ECO 2016

## Building Diverse Communities for Change

### Conference Schedule

**October 14, 2016**

3:30	-	4:30	Registration	Schmitt Academic Center (SAC); Room 154
4:30	-	5:30	Reception	Schmitt Academic Center (SAC); Room 154
5:30	-	6:30	Keynote Speaker	Schmitt Academic Center (SAC); Room 154

**October 15, 2016**

8:00	-	8:50	Breakfast and Registration	Schmitt Academic Center (SAC); Room 154
9:00	-	9:40	Session 1	Levan Center; Rooms 401-405
9:50	-	11:20	Session 2	Levan Center; Rooms 401-405
11:30	-	12:50	Lunch	McGowan South Atrium
<i>Note: Poster session is during lunch. If weather is nice, feel free to eat outside in the quad.</i>				
11:40	-	12:10	Poster Session A	McGowan South Atrium
12:15	-	12:45	Poster Session B	McGowan South Atrium
12:50	-	2:20	Session 3	Levan Center; Rooms 401-405
2:30	-	4:00	Session 4	Levan Center; Rooms 401-405
4:10	-	4:30	Closing Ceremony	Schmitt Academic Center (SAC); Room 154

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**FRIDAY**

<b>Keynote Speaker</b>	
<b>Schmitt Academic Center (SAC); Room 154</b>	<b>Dr. Amie McKibban</b> <i>University of Southern Indiana</i>

**SATURDAY  
Short Schedule**

<b>SESSION 1</b>	
<p>9:00-9:40 Roundtable</p> <p><b>Levan Center; Room 401</b></p>	<p><b>How community interventions can address large scale issues in identifying and helping individuals at-risk for suicide</b></p> <p>Andrew Devendorf, Stephanie McManimen, Pamela Nehrke, Lauren Klebek, Damani McClellan, Jamie Stoothoff, and Leonard A. Jason, <i>DePaul University</i></p>
<p>9:00-9:40 Roundtable</p> <p><b>Levan Center; Room 402</b></p>	<p><b>Diverse Experiences with Transcription of Qualitative Interviews</b></p> <p>Alejandro Raskind, Gia Chodzen, Samantha Scartozzi, Stephanie Davis, Daisy Roman, Martina Mihelicova, Kelly Collins, and Camilla Cummings; <i>DePaul University</i></p>
<p>9:00-9:40 Roundtable</p> <p><b>Levan Center; Room 403</b></p>	<p><b>Classroom to Concrete: The Importance of Turning Lessons into Community Action</b></p> <p>Kaitlyn N. Ramian, Jazmin Lara, Jack O'Brien, Michelle Dominguez, Adriana Walker, and Olya Belyaev-Glantsman Ph.D., <i>DePaul University</i></p>
<p>9:00-9:20 Presentation</p> <p>9:20-9:40 Presentation</p> <p><b>Levan Center; Room 404</b></p>	<p><b>Community Growth and Development in the Red Lake Tribal Nation: The Virtues of Apple Trees</b></p> <p>August Hoffman, Rich Downs, Shawn Veldey, Desiree Weins, and Destiny Paseka, <i>Metropolitan State University</i></p> <p><b>Incorporating the voices of diverse stakeholders to conduct culturally-anchored evaluations through mutually beneficial partnerships</b></p> <p>Yolanda Suarez-Balcazar, <i>University of Illinois at Chicago</i>; Sarah G. Hernandez, <i>The University of Illinois at Chicago</i>; Emily Bray, <i>The University of Illinois at Chicago</i>; Amber Kraft, <i>The University of Illinois at Chicago</i>; and Lucy Gomez, <i>Logan Square Neighborhood Association</i></p>
<p>9:00-9:20 Presentation</p> <p>9:20-9:40 Presentation</p> <p><b>Levan Center; Room 405</b></p>	<p><b>Trauma and the Juvenile Justice System's Response to Girls</b></p> <p>Brinn Walerych, <i>Michigan State University</i>; Valerie Anderson, <i>University of Cincinnati</i>; and Shabnam Javdani, <i>New York University</i></p> <p><b>The Influence of Community Support on Economic Resources for Domestic Violence Survivors</b></p> <p>Christina V. Soibatian, <i>DePaul University</i></p>

<b>SESSION 2</b>	
9:50-11:20 Workshop <b>Levan Center; Room 401</b>	<b>Breathing Though Fiber: Healing Through the Arts</b> Rochele A. Royster, <i>National Louis University</i>
9:50-11:20 Workshop <b>Levan Center; Room 402</b>	<b>That's so meta(-analysis): Practical tips and lessons learned</b> Rachael Goodman-Williams, <i>Michigan State University</i>
9:50-10:30 Roundtable	<b>Job Opportunities in Community Psychology: How Many Ways Can We Change the World?</b> Hannah Marie Chapman, <i>St. Mary's College of Maryland</i> , and John Majer, <i>City Colleges of Chicago - Harry S Truman College</i>
10:40-11:20 Roundtable <b>Levan Center; Room 403</b>	<b>Do You Hear What I Hear? Rap Music Lyrics: Voices to Help Achieve Social Justice or Menace to Society</b> Geraldine L. Palmer Ph.D. and Deveda Francois ABD, <i>National Louis University</i>
9:50-10:30 Roundtable	<b>Exploring Community Psychology Training and Opportunities in the Chicago Metropolitan Area</b> Leonard A. Jason, <i>DePaul University</i> ; Angela Reilly, <i>DePaul University</i> ; Karina Reyes, <i>The University of Illinois at Chicago</i> ; Tanya Hall, <i>Chicago State University</i> ; Daniel J. Schuber, <i>DePaul University</i> ; Suzette Fromm-Reed, <i>National Louis University</i> ; Molly Brown, <i>DePaul University</i> ; John Majer, <i>City Colleges of Chicago - Harry S Truman College</i> ; Dan Cooper, <i>Adler University of Chicago</i> ; and Brian D. Christens, <i>University of Wisconsin-Madison</i>
10:40-11:20 Roundtable <b>Levan Center; Room 404</b>	<b>Youth Coping with Exposure to Gun Violence in Chicago: Best Practices in Community Partnerships</b> Colette S. Gregory M.A./M.Ed., <i>DePaul University</i> , LaTrice Wright MSMFT, <i>DePaul University</i> , Christopher Whipple M.A., <i>DePaul University</i> , Dr. Mashana Smith, <i>Chicago Public Schools</i> , Yolanda Irvin, <i>CPD</i> , Jamie Bobert, <i>DePaul University</i> , Jae Dee Wood, <i>DePaul University</i> , Leonard A. Jason Ph.D., <i>DePaul University</i> , and W. LaVome Robinson Ph.D., <i>DePaul University</i>
9:50-10:30 Symposium	<b>Locating Diverse Stakeholders in Public Education: Lessons from the Michigan School Program Information (MiSPI) Project</b> Zachary Neal, Jennifer Watling Neal, Jennifer Lawlor, and Katie McAlindon; <i>Michigan State University</i>
10:40-11:20 Symposium <b>Levan Center; Room 405</b>	<b>Building Bridges: Gaining Entrée into Communities</b> Crystal N. Steltenpohl, Jordan Reed, Christopher B. Keys, Danielle Vaclavik, and Sarah Callahan, <i>DePaul University</i>
<b>LUNCH</b> <b>11:30-12:50</b>  <b>McGowan South; 1<sup>st</sup> Floor Atrium</b>	<b>Poster Session A - 11:40-12:10</b> <b>Poster Session B - 12:15-12:45</b> <b>(See end of schedule for poster session assignments)</b>

<b>SESSION 3</b>	
<p>12:50-2:20 Workshop</p> <p><b>Levan Center; Room 401</b></p>	<p><b>Statistical tools for contextualizing social issues</b> Kristen D. Gleason, <i>DePaul University</i>; Madison Sunnquist, <i>DePaul University</i>; Danielle Chiamonte, <i>Michigan State University</i>; Cortney Vandegrift, <i>Michigan State University</i>; Jennifer Lawlor, <i>Michigan State University</i>; Pamela Fox, <i>DePaul University</i>; and Leonard Jason, <i>DePaul University</i></p>
<p>12:50-1:30 Roundtable</p> <p>1:40-2:20 Roundtable</p> <p><b>Levan Center; Room 402</b></p>	<p><b>Your Diverse Ideas Matter in Shaping the Future of SCRA: A Conversation with SCRA President and President-Elect</b> Susan McMahon, <i>DePaul University</i> and Yolanda Suarez-Balcazar, <i>University of Illinois at Chicago</i></p> <p><b>Culturally Sensitive Pedagogy</b> Tecora Rogers Harper, <i>DePaul University</i></p>
<p>12:50-1:30 Roundtable</p> <p>1:40-2:20 Roundtable</p> <p><b>Levan Center; Room 403</b></p>	<p><b>Working with Adults Students Effected by Adverse Childhood Experiences (ACEs)</b> Suzette Fromm Reed, <i>National Louis University</i>; Claudia Pitts, <i>National Louis University</i>; Wytress Richardson, <i>National Louis University</i>; and Shuaverta Miles, <i>National Louis University</i></p> <p><b>Community Psychology, Adversarial Operational Psychology, and the APA: A Conversation on Future Directions</b> Valentina Rossi; Jack O'Brien, <i>DePaul University</i>; Ericka Mingo, <i>National Louis University</i>; and Brad Olson, <i>National Louis University</i></p>
<p>12:50-1:30 Symposium</p> <p>1:40-2:20 Symposium</p> <p><b>Levan Center; Room 404</b></p>	<p><b>We Can End Homelessness: Listening to Those With Lived Experiences</b> Geraldine L. Palmer, Ph.D.</p> <p><b>Using Social Network Analysis to Serve Our Communities</b> Danielle Vaclavik, Sarah Callahan, Molly Brown, and Leonard Jason; <i>DePaul University</i></p>
<p>12:50-1:30 Roundtable</p> <p>1:40-2:00 Presentation</p> <p>2:00-2:20 Presentation</p> <p><b>Levan Center; Room 405</b></p>	<p><b>African American Males and Academic Achievement: Understanding the Challenges Faced Making the Transition from High School to Higher Education</b> Shenika S. Jackson, <i>National Louis University</i> and Raymond Legler, <i>National Louis University</i></p> <p><b>Listening to Teachers' Voices: Teacher Recommendations and Putting Them into Action</b> Eric A. Peist, Samantha Reaves, Linda Ruiz, Jacqueline Davis, and Susan McMahon; <i>DePaul University</i></p> <p><b>An Ecological Understanding of Latino Youths' Description and Appraisal of Alcohol-Specific Parenting Practices in Humboldt Park</b> Amber N. Kraft, <i>The University of Illinois at Chicago</i></p>

<b>SESSION 4</b>	
2:30-4:00 Workshop <b>Levan Center; Room 401</b>	<b>Understanding Community Phenomena With Agent-Based Simulation Models (and Zombies)</b> Jennifer Lawlor, Michigan State University and Zachary Neal, <i>Michigan State University</i>
2:30-3:10 Roundtable	<b>The Impact of a National Ethos of Incarceration rather than Liberation: Individual, Family, and Systemic Challenges and the Need for Change</b> Delores Mays, <i>National Louis University</i> ; La'Shawn Littrice, <i>National Louis University</i> ; Joseph Wheeler, <i>National Louis University</i> ; Dan Cooper, <i>Adler University</i> ; Brad Olson, <i>National Louis University</i> ; and Leonard Jason, <i>DePaul University</i>
3:20-4:00 Roundtable <b>Levan Center; Room 402</b>	<b>Exploring Group Dynamics and Achieving Unity across Community Settings</b> Mayra Guerrero, <i>DePaul University</i> ; Angela Reilly, <i>DePaul University</i> ; Arturo Soto-Nevarez, <i>DePaul University</i> ; Jessica Kassanits, <i>DePaul University</i> ; Carlos Luna, <i>Chicago Veterans, YMCA</i> ; and Leonard A. Jason, <i>DePaul University</i>
2:30-3:10 Roundtable	<b>Homeless, but not Worthless: Building a Spiritual Community Promoting Recovery</b> Andrae Laws, ShayLin Excell, Kendall Crum, Matthew Pardo, Trina Dao, Tyler Hamilton, Erin Mortenson, and Alyssa Luby, <i>DePaul University</i>
3:20-4:00 Roundtable <b>Levan Center; Room 403</b>	<b>Feminist Community Psychology, Race, and Violence/Torture</b> Sarah Ullman, <i>The University of Illinois at Chicago</i>
2:30-2:50 Presentation	<b>Preparing practical and interpretable deliverables for communities: Lessons in data visualization</b> Danielle Chiaramonte, Hannah Feeney, Katie McAlindon, Trevor Strzyzkowski, Peter Lindeman, Chelsea Schmidt, and Hannah Spring; <i>Michigan State University</i>
2:50-3:10 Presentation	<b>Using Customer Case Research (CCR) for Community Research and Action (CRA)</b> Denise Nitterhouse, <i>DePaul University</i>
3:10-3:30 Presentation <b>Levan Center; Room 404</b>	<b>Crafting action-oriented discussion sections: Translating results into high-impact publications</b> Hannah Feeney and Danielle Chiaramonte; <i>Michigan State University</i>
2:30-3:10 Roundtable	<b>Educational Challenges and Climate in Varied Cultural Contexts</b> Ericka Mingo, Ray Legler, Tiffeny Jimenez, Naz Chief, Claudia Marchan, Judy Kent, Noah Owens, Jose Iniguez, and Jessica Norman, <i>National Louis University</i>
3:20-4:00 Roundtable <b>Levan Center; Room 405</b>	<b>Should Racism be Considered a Clinical Disorder?: An Exploratory Conversation from the Racial Justice in Praxis (RJIP) Group</b> Brad Olson, Ericka Mingo, and Rochele Royster, <i>National Louis University</i>
<b>SAC 154</b>	<b>Closing Ceremony</b>

**SATURDAY**  
**Full Schedule with Abstracts**

<b>SESSION 1</b>	
9:00-9:40 Roundtable	<p><b>How community interventions can address large scale issues in identifying and helping individuals at-risk for suicide</b> Andrew Devendorf, Stephanie McManimen, Pamela Nehrke, Lauren Klebek, Damani McClellan, Jamie Stoothoff, and Leonard Jason, <i>DePaul University</i></p> <p>According to the World Health Organization, approximately one million people die from suicide every year worldwide, rendering suicide a serious public health issue. While interventions have been implemented in the United States, they tend to target imminently at-risk individuals. However, many individuals who are not identified at-risk do not receive care. People with chronic illness, for instance, may be especially prone to suicidal thoughts and hopelessness, but go unnoticed due to circumstances like isolation. Interventions on a community-based level may be better at detecting these individuals. The goal of this roundtable is to consider factors, other than depression, that contribute to suicide (e.g., pain), with the hope of discussing ways that interventions may be tailored to address these varied sub-types of suicidal ideation.</p> <p><i>Questions to be addressed:</i> How can community interventions target the umbrella of individuals who are at-risk for suicide? How does suicidal ideation compare and contrast between different chronic illness groups? How can these differences be addressed on a larger scale? What are effective ways for screening and identifying individuals who are at-risk for suicide?</p>
9:00-9:40 Roundtable	<p><b>Diverse Experiences with Transcription of Qualitative Interviews</b> Alejandro Raskind, Gia Chodzen, Samantha Scartozzi, Stephanie Davis, Daisy Roman, Martina Mihelicova, Kelly Collins, and Camilla Cummings; <i>DePaul University</i></p> <p>In qualitative research, transcribers are often the invisible bridge between study participants' voices and research findings. With their key role, it is important to address various topics and questions that arise while transcribing. Transcribers must juggle a variety of tasks, including: properly formatting transcriptions, being aware of deadlines while using good time management skills, and utilizing self-care techniques in order to protect their mental health while being exposed to potentially sensitive interview material. Furthermore, transcribers have the unique opportunity of hearing firsthand account of diverse narratives, thereby intimately connecting themselves with the research they are facilitating. Due to the frequent utilization of qualitative methodology in the field of Community Psychology and the imperative role of transcribers within the process of qualitative research, it is vital that the field takes time to discuss diverse strategies for tackling the challenges that transcribers face. This roundtable will serve as a mechanism to foster such conversations and reflections pertinent to the daily tasks of transcribers.</p>
9:00-9:40 Roundtable	<p><b>Classroom to Concrete: The Importance of Turning Lessons into Community Action</b> Kaitlyn N. Ramian, Jazmin Lara, Jack O'Brien, Michelle Dominguez, Adriana Walker, and Olya Belyaev-Glantsman Ph.D., <i>DePaul University</i></p> <p>Much of what students learn in the classroom influences the choices they make in their daily lives. Courses focused on social change that are structured with strong values and an engaging</p>

	<p>curriculum have the capability of providing students with the knowledge and abilities they need to impact the communities around them. A group of current and former undergraduate students from DePaul University have taken the lessons they have learned in the classroom and are now actively applying them in the field. This roundtable will be focusing on how their classroom activities, instructors’ involvement, institutional values, and overall courses have influenced their involvement in the community to bring about social change. We hope to involve the audience in sharing their own experiences and in a discussion of how despite differences in age, gender, experiences, etc., we all can successfully work toward bringing about positive change to our communities.</p>
<p>9:00-9:20 Presentation</p>	<p><b>Community Growth and Development in the Red Lake Tribal Nation: The Virtues of Apple Trees</b> August Hoffman, Rich Downs, Shawn Veldey, Desiree Weins, and Destiny Paseka, <i>Metropolitan State University</i></p> <p>Community service work activities and development projects serve as efficient mechanisms in providing residents with opportunities to engage in social interaction, community connectedness and provide “real time” opportunities for engagement. The current mixed-methods qualitative study examines how a fruit tree planting project helped residents at the Red Lake Tribal Community in Red Lake, MN develop a stronger sense of community connectedness and discover the intrinsic value in shared participation of community service work activities. Twenty-two participants completed a survey that examined their participation in a recent (June 2016) fruit tree planting project. A Pearson Correlation was conducted and results indicated a significant correlation (<math>r = .598, p &lt; .01</math>) between perceptions of the overall importance of engaging in community service and development activities with the likelihood of participating in future community service activities. Results and discussion for future research addressing community development and marginalized groups are offered.</p>
<p>9:20-9:40 Presentation</p>	<p><b>Incorporating the voices of diverse stakeholders to conduct culturally-anchored evaluations through mutually beneficial partnerships</b> Yolanda Suarez-Balcazar, <i>University of Illinois at Chicago</i>; Sarah G. Hernandez, <i>The University of Illinois at Chicago</i>; Emily Bray, <i>The University of Illinois at Chicago</i>; Amber Kraft, <i>The University of Illinois at Chicago</i>; and Lucy Gomez, <i>Logan Square Neighborhood Association</i></p> <p>Building the capacity of community psychologists to conduct culturally-anchored evaluations calls for mutually beneficial partnerships with communities. Moreover, immersion experiences that expose students and practitioners to the nuances of culture and the role of context in community organizations serving vulnerable populations is essential in nurturing a successful partnership and evaluation. In this presentation we will discuss a model for enhancing the capacity of students and community stakeholders to collaboratively develop an evaluation protocol that meets the needs of community organizations serving diverse communities in the Chicago area. The voices of community partners, graduate students and faculty will help illustrate how to create win-win evaluation experiences that reflect and respect the diversity of the community. The presenters will also discuss the characteristics of mutually beneficial partnerships with diverse communities, its challenges, and strategies for sustainability.</p>
<p>9:00-9:20 Presentation</p>	<p><b>Trauma and the Juvenile Justice System’s Response to Girls</b> Brinn Walerych, <i>Michigan State University</i>; Valerie Anderson, <i>University of Cincinnati</i>; and Shabnam Javdani, <i>New York University</i></p>

<p>9:20-9:40 Presentation</p>	<p>The proportion of girls involved in the juvenile justice system has steadily increased over the last few decades resulting in girls representing approximately 30% percent of youth in the system. Previous research has indicated that the presence of girls in the juvenile justice system is often linked to trauma and violence, and the subsequent criminalization of behaviors associated with traumatic experiences. The present study examined qualitative interview data from juvenile court officers (<math>n = 24</math>) in a mid-sized juvenile county court to review the types and extent of trauma experienced by girls and the connection of trauma to juvenile justice trajectories. A secondary goal of the project was to determine the current level of access to trauma-informed care for female youth and how equipped juvenile court offers are to manage and provide trauma-related services. Results indicated that girls experience high rates of domestic violence, neglect, emotional trauma, and sexual abuse. Juvenile court officers described how these events were often connected to their pathways into the justice system; however, there was little discussion of trauma-specific care for girls. Policy and practice implications for integrating trauma-informed care into juvenile justice intervention as well as future directions for research are discussed.</p> <p><b>The Influence of Community Support on Economic Resources for Domestic Violence Survivors</b> Christina V. Soibatian, <i>DePaul University</i></p> <p>Domestic violence survivors are accompanied and supported by advocates as they navigate community systems to obtain needed services and prevent future partner violence. Research suggests victims believe economic services will increase their sense of safety in abusive relationships. Although advocates acknowledge economic resources are critical to victims' safety, little research has examined community-level factors that challenge and facilitate their ability to provide economic resources to survivors. Specifically, this research will focus on the role of community support from diverse stakeholders. Qualitative interviews were conducted with 20 domestic violence advocates in the state of Illinois to understand their experiences working with community stakeholders to increase economic/financial resources for survivors. Thematic content analysis was used to analyze the data. Participants shared how community support affects advocates' ability to address economic issues for domestic violence survivors. Specific types of community support identified in the data include: financial assistance, tangible materials (e.g. food, clothing), legal assistance, employment opportunities, and educational opportunities. Advocates reported community support influences their work with domestic violence survivors on economic/financial issues. Advocates also discussed the impact community support has on survivors' help-seeking experiences. Findings help to identify strategies advocates need to be improve economic/financial resources for domestic violence survivors.</p>
<p><b>SESSION 2</b></p>	
<p>9:50-11:20 Workshop</p>	<p><b>Breathing Though Fiber: Healing Through the Arts</b> Rochele A. Royster, <i>National Louis University</i></p> <p>A workshop on using communal art making practices/ art as therapy to build community, heal and resist systemic oppression and community violence. Participants will learn how community based art therapy can build and heal communities; intrinsically. Participants will also make a Doll 4 Peace to contribute to an art installation to memorialize victims of gun violence while simultaneously creating a memorial of resistance by crafting a doll and learn a healing practice for self-care, empowerment, and purpose setting. Participants will take time to breathe and honor</p>



	the gifts and baggage we carry as survivors, advocates, activists and social justice warriors/practitioners.
9:50-11:20 Workshop	<p><b>That's so meta(-analysis): Practical tips and lessons learned</b> Rachael Goodman-Williams, <i>Michigan State University</i></p> <p>This workshop will guide participants through conceptualizing and designing a meta-analysis. The workshop will begin with a presentation of the author's Master's thesis, which is a meta-analysis exploring the impact of participant recruitment method on prevalence findings in sexual assault studies. The presenter will discuss the factors she considered in selecting a database, restricting her search, developing inclusion and exclusion criteria, and applying those criteria to arrive at a final sample. In the second half of the workshop, the presenter will help session attendees explore possible meta-analyses in their own interest areas, and will help them apply the considerations presented in the first half of the session to their own potential meta-analysis. Attendees will leave with tangible tools they can use if they decide to conduct a meta-analysis in the future.</p>
9:50-10:30 Roundtable	<p><b>Job Opportunities in Community Psychology: How Many Ways Can We Change the World?</b> Hannah Marie Chapman, <i>St. Mary's College of Maryland</i>, and John Majer, <i>City Colleges of Chicago - Harry S Truman College</i></p> <p>This roundtable discussion would be a good way to open the lines of communication between those who have been involved in the community psychology world for many years and young academics trying to scope out the field. Discussing previous community-based jobs and projects and showing how people have made a difference through community psychology with newcomers to the field is probably one of the best ways to show them how they can personally help change the world through community psychology.</p>
10:40-11:20 Roundtable	<p><b>Do You Hear What I Hear? Rap Music Lyrics: Voices to Help Achieve Social Justice or Menace to Society</b> Geraldine L. Palmer Ph.D. and Deveda Francois ABD, <i>National Louis University</i></p> <p>In order to understand hip-hop, it is necessary to look at it as the product of a set of historical, political, and economic circumstances and to study the role it has served as voices for those subjugated by systematic political and economic oppression (Blanchard, 1999, para. 2). What if those, who have the power to impact change, <i>really heard</i> what rap artists are saying? What if we moved past scolding for misogyny and instead heard them say, "I really have no idea what the real purpose of a woman is?" What if we hear them saying, "I wish our nation had an, <i>I got ya back</i> attitude, rather than, <i>I got ya</i> attitude?" This Roundtable seeks to explore the often controversial topic of rap music lyrics as a tool to engage and build diverse perspectives to help achieve social justice, rather than view the genre as simply perpetuating violence. The lyrics in rap music should alert us to what is going on <i>in a culture</i>---not as an avenue to further subjugate. This perspective should prompt us as community psychologists to examine whether we are disconnected in certain cultures, or engaging to find out why?</p>
9:50-10:30 Roundtable	<p><b>Exploring Community Psychology Training and Opportunities in the Chicago Metropolitan Area</b> Leonard A. Jason, <i>DePaul University</i>; Angela Reilly, <i>DePaul University</i>; Karina Reyes, <i>The University of Illinois at Chicago</i>; Tanya Hall, <i>Chicago State University</i>; Daniel J. Schuber, <i>DePaul</i></p>

<p>10:40-11:20 Roundtable</p>	<p><i>University; Suzette Fromm-Reed, National Louis University; Molly Brown, DePaul University; John Majer, City Colleges of Chicago - Harry S Truman College; Dan Cooper, Adler University of Chicago; and Brian D. Christens, University of Wisconsin-Madison</i></p> <p>Our roundtable discussion will have representatives from several academic settings within Chicago and outside our geographic area, who will share their perspectives as well as possible training opportunities at their settings. The panel members often adopt an ecological analysis that seeks to understand behavior in the context of individual, family, peer, and community influences (Kelly, 1966, 1968, 1979). The research of panel members often study and train students to better understand transactions between persons and community-based structures, or, individuals' and groups' behavior in interaction with their social contexts, with a focus on prevention and intervention. Our session will illustrate the benefits that occur when community theorists, interventionists, and methodologists work together to better understand complicated person-environment systems and the change processes within communities. We hope that the roundtable will stimulate graduate students to contribute to the further maturation of community-based research and intervention by utilizing a wide array of methods and approaches that are theoretically sound, empirically valid, and innovative and creative. This session will involve the audience in exploring opportunities in our Midwest geographic area to answer important questions, whose investigation will be meaningful and beneficial to the communities in which they work.</p> <p><b>Youth Coping with Exposure to Gun Violence in Chicago: Best Practices in Community Partnerships</b></p> <p>Colette S. Gregory M.A./M.Ed., <i>DePaul University</i>, LaTrice Wright MSMFT, <i>DePaul University</i>, Christopher Whipple M.A., <i>DePaul University</i>, Dr. Mashana Smith, <i>Chicago Public Schools</i>, Yolanda Irvin, <i>CPD</i>, Jamie Bobert, <i>DePaul University</i>, Jae Dee Wood, <i>DePaul University</i>, Leonard A. Jason Ph.D., <i>DePaul University</i>, and W. LaVome Robinson Ph.D., <i>DePaul University</i></p> <p>In their report, “Gun violence: Prediction, Prevention, and Policy,” the APA recommended stakeholders from schools, law enforcement, and the field of mental health collaborate in addressing gun violence (APA, 2013). As gun violence continues to be among America’s most pressing public health issues, the City of Chicago—with the highest violent crime rate per capita of the nation’s three largest cities (FBI, 2015)—has become a national focal point. In Chicago, 80% of homicides (73.3% of whom are African Americans) are the result of gunfire, and nearly half of these victims are between the ages of 10 and 25 (Ander, Cook, Ludwig &amp; Pollack, 2009). African American youth exposed to community violence have adverse mental health outcomes (Voisin, Patel, Hong, Takahashi, &amp; Gaylord-Harden, 2016), specifically more anxiety symptoms (Cooley-Quille, Boyd, Frantz, &amp; Walsh, 2001). The “Success Over Stress” (S.O.S.) Program is a manualized, culturally-adapted CBT stress-reduction program that enhances resiliency and increases adaptive coping among African American high school students living in under-resourced, high-crime neighborhoods. This panel will bring together S.O.S. team members, as well as representatives from the Chicago Public School System and Chicago Police Department, to discuss how to create and maintain strategic partnerships in addressing community violence.</p>
<p>9:50-10:30 Symposium</p>	<p><b>Locating Diverse Stakeholders in Public Education: Lessons from the Michigan School Program Information (MiSPI) Project</b></p> <p>Zachary Neal, Jennifer Watling Neal, Jennifer Lawlor, and Katie McAlindon; <i>Michigan State University</i></p>

<p>10:40-11:20 Symposium</p>	<p>The Michigan School Program Information (MiSPI) Project is focused on understanding and facilitating the use of evidence in selecting public school programs. A key part of this involves locating the diverse stakeholders that play a role in the processes of seeking information, providing information, conducting research, and making decisions. In this symposium, the presenters will share some lessons learned from using a mixed methods approach to locating and reaching these diverse stakeholders.</p> <p>Zachary Neal will introduce the MiSPI project and describe the use of a state-wide web-based survey to map the networks of school administrators. Jennifer Watling Neal will discuss the use of in-depth qualitative interviews with administrators and other stakeholders to better understand how administrators think about the diverse types of information and stakeholders that are involved in program adoption decisions. Jennifer Lawlor will share experiences using hyperlink networks to understand the diversity of stakeholders that appear in school districts' online presence. Finally, Katie McAlindon will share her process for creating customized infographics to communicate key findings to the study's diverse group of participants and stakeholders.</p> <p><b>Building Bridges: Gaining Entrée into Communities</b> Crystal N. Steltenpohl, Jordan Reed, Christopher B. Keys, Danielle Vaclavik, and Sarah Callahan, <i>DePaul University</i></p> <p>One of the most important first steps community psychology is to gain entrée into and build trust with the communities with which we want to study. Sometimes, we might come from the communities themselves, as current or former members. Other times, we might belong to peripheral communities and wish to use common values and language in order to build bridges. Still other times, we may have no prior connections. The reasons we are seeking to enter the communities may also vary, from gathering data or performing assessments to help some or all in the community with an issue to developing or conducting an intervention with or on the community. These goals will also lead to different outcomes we and the community seek. In this symposium, researchers studying the fighting game community, Catholics, and formerly incarcerated individuals will share their experiences with building relationships within the communities with which they work, offering suggestions and points of consideration before and during the continuous process of building relationships. We will present a central challenge each presenter faced, how they addressed it and the subsequent effect of that effort.</p>
<p><b>LUNCH</b> 11:30-12:50</p>	<p><b>Poster Session A - 11:40-12:10</b> <b>Poster Session B - 12:15-12:45</b></p>
<p><b>SESSION 3</b></p>	
<p>12:50-2:20 Workshop</p>	<p><b>Statistical tools for contextualizing social issues</b> Kristen D. Gleason, <i>DePaul University</i>; Madison Sunnquist, <i>DePaul University</i>; Danielle Chiamonte, <i>Michigan State University</i>; Cortney Vandegrift, <i>Michigan State University</i>; Jennifer Lawlor, <i>Michigan State University</i>; Pamela Fox, <i>DePaul University</i>; and Leonard Jason, <i>DePaul University</i></p>

	<p>Community Psychology has long distinguished itself as a discipline that stresses the importance of looking at the settings, systems, communities, and cultures in which human behavior is embedded (O'Donnell, 2006). In doing so, it has deliberately sought to avoid giving outsized weight and influence to individual level explanations for social problems. However, Luke (2005) has published a seminal critique of the statistical methods habitually used in community research, arguing that too often our methods have been focused on the individual level of analysis and are not able to capture the contextualized understandings that we seek to generate.</p> <p>Using a workshop format, we propose to revisit and expand upon Luke's (2005) call for the use of statistical methods that capture context. Allowing participants to rotate through a series of mini-presentations, they will be exposed to brief overviews on each of the following statistical methods: Mixed Methods Using Latent Class Growth Analysis, Latent Profile Analysis, Agent Based Modeling, Systems Dynamics, Social Network Analysis, and Multilevel Modeling. Each overview will be accompanied by an example of the method's practical application in community research. Presenters will provide workshop participants with a handout describing the method in more detail and pointing to useful resources for further exploration.</p>
<p>12:50-1:30 Roundtable</p>	<p><b>Your Diverse Ideas Matter in Shaping the Future of SCRA: A Conversation with SCRA President and President-Elect</b> Susan McMahon, <i>DePaul University</i> and Yolanda Suarez-Balcazar, <i>University of Illinois at Chicago</i></p> <p>In 2015, SCRA created a team to develop a strategic plan for the next 5 years. Through an iterative process of soliciting SCRA member and leadership input and ongoing team-based discussions, the Strategic Planning Team developed five strategic priorities and recommendations for each of the five areas. The five areas cover strategic goals related to SCRA's organizational effectiveness; financial sustainability; membership growth and engagement; education and professional development; and visibility. Further, we have identified 12 strategies to work toward our goals over the next 2 years. In this roundtable discussion we will present an overview of the priorities and strategies and provide participants with an opportunity to share and discuss their diverse views and ideas regarding engagement and implementation of the strategic plan. We encourage you to get involved with the strategic planning efforts if you are interested! We will also reflect on SCRA's progress toward its vision: "SCRA will have a strong, global impact on enhancing well-being and promoting social justice for all people by fostering collaboration where there is division and empowerment where there is oppression." Incorporating diverse voices and building engagement in our plans for the future will enhance SCRA's potential to fulfill its mission and vision.</p>
<p>1:40-2:20 Roundtable</p>	<p><b>Culturally Sensitive Pedagogy</b> Tecora Rogers Harper, <i>DePaul University</i></p> <p>The number of White teachers continue to overtake the number of African American (AA) teachers by a wide margin. Research shows the lack of exposure to AA teachers and their use of cultural pedagogy is a contributing factor to the existing achievement gap. Although there has long been a persistent achievement gap among AA students, the education system has not been successful in closing this gap. There are specific ways AA teacher's strategies, perspectives, theories and ideologies positively impact academic achievement among AA students. How can culturally sensitive pedagogy be effective in a growing diverse educational environment? I argue that the sharing of perceptions and experiences, and the use of culturally sensitive pedagogical</p>

	<p>strategies by AA teachers, is critical to the educational experiences of not only AA students but for all students. This paper will discuss the research and show how regular contact with role models of the same racial and cultural background, contributes to the AA student’s academic success, ability to achieve pride, equity, power, and cultural continuity.</p>
<p>12:50-1:30 Roundtable</p>	<p><b>Working with Adults Students Effected by Adverse Childhood Experiences (ACEs)</b>  Suzette Fromm Reed, National Louis University; Claudia Pitts, National Louis University; Wytress Richardson, National Louis University; and Shuaverta Miles, National Louis University</p> <p>This roundtable will spark conversation on skills and techniques for reaching adult students who have sequelae from Adverse Childhood Experiences (ACEs). Students come into the environment of higher education with a desire to make change in their lives, however a plethora of issues present from adult with ACEs. These may include: the inability to effectively manage emotions, difficulty identifying appropriate coping mechanisms, understanding professionalism and professional culture, and finding ways to advancing in their careers. The conversation will go beyond considering the issues the typical adult learner faces and consider the strengths of those impacted by ACEs in the higher education environment. More specifically, the audience will be engaged in a conversation about 1) <b>recognizing</b> student’s diverse issues 2) <b>identifying</b> those associated with ACEs and 3) <b>implementing</b> effective coping strategies to buffer the impact of those issues on the students’ higher education experience. This conversation will include information about the wealth of neuropsychological research related to childhood traumas will ensue with a focus on how it relates to learning ways of being and the difficulty with re-learning, and more importantly embedding, new coping mechanisms.</p>
<p>1:40-2:20 Roundtable</p>	<p><b>Community Psychology, Adversarial Operational Psychology, and the APA: A Conversation on Future Directions</b>  Valentina Rossi; Jack O'Brien, DePaul University; Ericka Mingo, National Louis University; and Brad Olson, National Louis University</p> <p>Commissioned amidst allegations of collusion between APA officials and CIA and Department of Defense officials involved in the enhanced interrogation program, the July 2015 Hoffman Report documented a decade of collusion between APA and DoD officials in unethical national security interrogations. However, interrogation support is but one of numerous areas where psychologists are directly aiding military and intelligence operations, an area known as operational psychology. The ethical issues posed by the larger field of operational psychology had received little public discussion apart from apologia by operational psychologists themselves. In many ways, the field of adversarial operational psychology can be directly contrasted to the field of community psychology and its values. What responsibilities do we have as community psychologists, with our principles of research, values, and action, to confront areas of Psychology focused on doing Harm, rather than collaboratively helping others? What ethical principles, forms of scholarly work, and forms of action can be useful to protect the name of Psychology and the communities with which it interacts?</p>
<p>12:50-1:30 Symposium</p>	<p><b>We Can End Homelessness: Listening to Those With Lived Experiences</b>  Geraldine L. Palmer, Ph.D.</p> <p>During a program evaluation, when asked how he felt about using homeless emergency shelters, a client of a nonprofit organization shared, “humiliated”, while another client shared,</p>

<p>1:40-2:20 Symposium</p>	<p>“residentially challenged”. In contrast, when tenants were asked how they felt about securing permanent housing, one shared, “I can stop wandering the streets like an animal”, while another shared, “I feel responsible, healthy and adequate.” With responses clear and candid as these, supported by research (Corporation for Supportive Housing, 2005; Tsemberis, Gulcar &amp; Nakae, 2004) that identifies best practices such as Housing First and harm reduction approaches for ending homelessness, why are we still battling the ongoing rising rates of homelessness? It seems apparent that if we increased the supply of permanent housing, we could not only reduce homelessness, but diminish oppressive systems of social change by building the capacity of individuals to become social, economic and political investors in the communities where they live and work.</p> <p>This symposium will use the research of Palmer (2010, 2012), program evaluations of a nonprofit corporation (2015) and secondary research (Sisters of the Road, 2015; Jani 2011), to provide the audience with a presentation of the results of qualitative interviews highlighting the voices of those with lived experiences, in efforts to add their voices to the ongoing policy debates on housing, inform nonprofit providers seeking best practices for their clients, share with students interested in homelessness and housing, and inform educational institutions seeking to become more integral in achieving social justice.</p> <p><b>Using Social Network Analysis to Serve Our Communities</b> Danielle Vaclavik, Sarah Callahan, Molly Brown, and Leonard Jason; DePaul University</p> <p>Social network analysis (SNA) is a statistical analysis that studies the structures and processes of a network of interconnected individuals or organizations. As a tool, SNA may be used in a variety of settings. This presentation will show how social network theory, analysis and modeling were used to serve two distinct populations: Oxford House and The Frequent Users Service Engagement (FUSE) Coalition.</p> <p>The first presenter will discuss her work with Oxford House, a network of democratically run homes where people in recovery from substance abuse live as they maintain their sobriety and transition back into the community. She will demonstrate how she used SNA to understand recovering person’s relationship dynamics, as well as how those dynamics impact the effectiveness of the organization as a whole.</p> <p>The second presenter will discuss her work with the FUSE Coalition, a network of social service organizations that have come together to create increased collaboration across service systems accessed by families experiencing homelessness in Chicago. She will show how SNA was used to perform a needs assessment during the coalition’s first year to create an action plan aiming to increase the coalition’s productivity by highlighting areas of strength and areas where growth was needed.</p>
<p>12:50-1:30 Roundtable</p>	<p><b>African American Males and Academic Achievement: Understanding the Challenges Faced Making the Transition from High School to Higher Education</b> Shenika S. Jackson, National Louis University and Raymond Legler, National Louis University</p> <p>With all of the challenges that Chicago Public School students are facing today, there are none greater than those faced by African American males (Kafele, 2012). On all levels, African American</p>

<p>1:40-2:00 Presentation</p>	<p>males have fallen short of achieving academically, starting from kindergarten and continuing through college enrollment and completion. (Dyce, 2013). Research continues to show that African American males complete high school at relatively low rates compared to other ethnicities (Kafele, 2012). <i>Critical Race Theory</i>, a theoretical framework for understanding the growing interest in establishing single-gender schools for African American males in the United States, contend that single-gender education offers a viable strategy for addressing and reversing the systemic and cultural forces that limit the academic achievement, educational attainment, and destinies of African American males (Stewart &amp; Mitchell, 2013). Research findings have also indicated that perceived barriers to positive educational experiences include relationships with teachers, school counselors, peers, school policies, and a lack of safety in communities (Vega, Moore, &amp; Miranda, 2015). Past historical contexts of education and the African American male will be discussed. Other discussion topics will include role models, the decrease of African American male teachers, and the challenges African-American males face in making the transition from high school to college.</p> <p><b>Listening to Teachers’ Voices: Teacher Recommendations and Putting Them into Action</b> Eric A. Peist, Samantha Reaves, Linda Ruiz, Jacqueline Davis, and Susan McMahon; DePaul University</p> <p>Teachers often feel unheard and disempowered in their positions, as administrators and policy makers possess greater power to influence changes in education. The lack of teacher input regarding their challenging experiences in schools and suggestions for improvements represents a major issue, as teachers are of central importance to student learning and school performance. In a national study of 2,998 diverse K-12 teachers from 48 states, teachers shared their personal experiences and perspectives regarding teacher-directed violence through an anonymous online survey. Through a series of open-ended questions, teachers described their worst incidents in which they were the targets of various types of violence and provided recommendations for improving their classroom experiences, school climate, and school policies. We have coded this qualitative data and will present their recommendations and potential action strategies for implementation. For example, common themes included student placement, greater accountability, and increased administrative support. The feasibility of these strategies will be discussed, as well as approaches to incorporating the voices of diverse stakeholders when creating solutions for complex problems in education. Joint ownership of school-based interventions involving teachers, administrators, parents, and students will be considered, and implications for practice and policy will be discussed.</p>
<p>2:00-2:20 Presentation</p>	<p><b>An Ecological Understanding of Latino Youths’ Description and Appraisal of Alcohol-Specific Parenting Practices in Humboldt Park</b> Amber N. Kraft, <i>The University of Illinois at Chicago</i></p> <p>Alcohol research has long recognized the impact of family processes on alcohol and substance use. More specifically, parenting strategies targeted directly at underage drinking behaviors, known as alcohol-specific parenting (ASP), are increasingly incorporated into national studies of teen drinking and substance use and their corresponding interventions. Unfortunately, these endeavors do not always account for the unique ecological contexts that these strategies emerge from. This grounded theory study explores how Latino youth in a specific Chicago neighborhood experience, interpret, and appraise ASP strategies observed in their community. Focus groups</p>

	<p>with Latino youth ages 17-20 reveal important contextual influences on ASP such as family migration history, cultural gender norms, perceptions of risk, and generational differences in access to alcohol and other substances. These circumstances often lead parents to adopt harm-reduction strategies over prevention strategies. While these strategies are often problematized in alcohol research and prevention efforts, they emerge from a complex context of underage drinking specific to the community. As key stakeholders in the discussion of underage drinking, Latino youth also endorse specific ASP strategies they consider successful in their community. How these findings support, extend, and challenge existing ASP literature will be discussed.</p>
<b>SESSION 4</b>	
<p>2:30-4:00 Workshop</p>	<p><b>Understanding Community Phenomena With Agent-Based Simulation Models (and Zombies)</b> Jennifer Lawlor, Michigan State University and Zachary Neal, <i>Michigan State University</i></p> <p>Agent-based simulation modeling has recently gained attention in community psychology as an approach to understanding complex social phenomena across diverse contexts. In this workshop, we will provide participants with a brief introduction to agent-based modeling including the benefits and drawbacks of modeling, the types of research questions that are appropriate for modeling, and the process through which models are generated. We will present an example of an agent-based model and participants will have an opportunity to manipulate it themselves. Finally, participants will be able to explore opportunities for applying this approach to their own research.</p>
<p>2:30-3:10 Roundtable</p>	<p><b>The Impact of a National Ethos of Incarceration rather than Liberation: Individual, Family, and Systemic Challenges and the Need for Change</b> Delores Mays, <i>National Louis University</i>; La'Shawn Littrice, <i>National Louis University</i>; Joseph Wheeler, <i>National Louis University</i>; Dan Cooper, <i>Adler University</i>; Brad Olson, <i>National Louis University</i>; and Leonard Jason, <i>DePaul University</i></p> <p>The United States (US) has just 4.4% of the world's population, but approximately 25% of its prisoners (Walmsley, 2013). Over 6.8 million individuals are currently under the supervision of the criminal justice system, including 1.5 million in state and federal prisons (Carson, 2015; Kaeble, Glaze, Tsoutis &amp; Minton, 2016). This <i>mass incarceration</i> stems from local, state and federal policies that were enacted during the 1980s and '90s that impose harsh penalties for certain types of offenses and increases sanctions for individuals convicted of drug and violent crimes (Mauer, 2001). These policies disproportionately affect African Americans and Hispanics, who represent only 25% of the US population but 58% of those incarcerated (National Association for the Advancement of Colored People [NAACP], 2015). This session will examine community psychology related issues faced in a nation that focuses on incarceration rather than health, well-being, and liberation.</p>
<p>3:20-4:00 Roundtable</p>	<p><b>Exploring Group Dynamics and Achieving Unity across Community Settings</b> Mayra Guerrero, <i>DePaul University</i>; Angela Reilly, <i>DePaul University</i>; Arturo Soto-Nevarez, <i>DePaul University</i>; Jessica Kassanits, <i>DePaul University</i>; Carlos Luna, <i>Chicago Veterans, YMCA</i>; and Leonard A. Jason, <i>DePaul University</i></p> <p>Individuals have a repertoire of group memberships which contribute to their sense of self. These memberships may represent differences in social power, access to resources, goals, and values, etc. Given that community psychologists work with different groups across different settings, it is</p>



	<p>of interest to understand intergroup dynamics and ways of managing relations. This roundtable discussion will explore intergroup dynamics at the interpersonal, community, organizational, cultural, and international levels. The goal of the roundtable is to stimulate a critical discussion on how intergroup interactions can be handled constructively to achieve harmony and unity. One discussant will talk about social-cognitive identity theory, and how it is applied to better understand identities such as national and moral identity. Another discussant will talk about veterans with substance use disorders interacting with non-veterans. Attendees will have the opportunity to discuss their experiences with intergroup dynamics in their own work and ways in which intergroup differences may be overcome.</p>
<p>2:30-3:10 Roundtable</p>	<p><b>Homeless, but not Worthless: Building a Spiritual Community Promoting Recovery</b> Andrae Laws, ShayLin Excell, Kendall Crum, Matthew Pardo, Trina Dao, Tyler Hamilton, Erin Mortenson, and Alyssa Luby, <i>DePaul University</i></p> <p>It is odd that the wealthiest (but not the largest populated) country in the world has high rates of homelessness. Government and private sector agencies offer services, such as employment, life skills, meals, and housing/shelter, to homeless, but these targeted services have not eliminated homelessness in the USA. One area of service to homeless individuals only recently offered is opportunities for <i>spiritual reflection and growth</i>. Headquartered in Chicago, IL, a non-profit agency called "Ignatian Spirituality Project" (ISP) offers such spiritual growth programs for adult women and men who are in recovery from substance abuse and homeless. Located in 29 USA cities, this agency provides single-day and weekend programs safe settings for spiritual self-growth. Members of this Roundtable (graduate and undergraduate psychology majors) have begun a new evaluation of the ISP program. At this session, we will outline the evaluation program we are conducting for the 2016-2017 year, as well as solicit from attendees their thoughts, insights, and opinions on spirituality as a source for community building. We believe all individuals (including homeless persons in recovery) are worthy of sharing their life story, and one's life narrative may be enhanced by exploring a spiritual side of community.</p>
<p>3:20-4:00 Roundtable</p>	<p><b>Feminist Community Psychology, Race, and Violence/Torture</b> Sarah Ullman, <i>The University of Illinois at Chicago</i></p> <p>This roundtable will explore how feminist community psychologists can address social problems including violence and torture using a feminist perspective that is also informed by diverse race/ethnic perspectives and groups in society. This session will entail an open-ended discussion with other conference attendees on this topic.</p>
<p>2:30-2:50 Presentation</p>	<p><b>Preparing practical and interpretable deliverables for communities: Lessons in data visualization</b> Danielle Chiaramonte, Hannah Feeney, Katie McAlindon, Trevor Strzyzkowski, Peter Lindeman, Chelsea Schmidt, and Hannah Spring; <i>Michigan State University</i></p> <p>An important value of community psychology is involving community members and key stakeholders throughout the entire research process. A critical piece of this process includes preparing and disseminating results. Whether factsheets, interim reports, or final results, deliverables are a tangible way of incorporating community psychology values and should be provided to community members.</p> <p>Preparing results for communities differs from preparing results for academic publication and should be treated as such. While regression analyses may be valuable to fellow-academics, it is of</p>

	<p>utmost importance that we highlight the utility of findings when sharing results with service providers. Community psychologists must work to create concise, informative, accessible and visually appealing deliverables that stakeholders can use and distribute amongst community members. When done well, these reports can help communities pinpoint areas of strength and enact social change.</p> <p>While technological advances have made it so that anyone can learn to compile such deliverables, many have yet to capitalize on such tools. Our presentation will help researchers learn about how to manage data and how to translate data into visually pleasing, practical, and informative deliverables. Using four examples (e.g., final report on community capacity building, interim report on HIV testing initiative, factsheets for government organizations, and data dashboard to track systems change indicators and goals), this presentation will discuss: 1) the importance of producing quality deliverables for community partners; 2) the different types and benefits of deliverables; 3) data management for report building; and 4) tips and tools to increase data visualization and formatting skills.</p> <p><b>Using Customer Case Research (CCR) for Community Research and Action (CRA)</b> Denise Nitterhouse, <i>DePaul University</i></p> <p>Customer Case Research (CCR) is a qualitative exploratory market research method, developed by and for practitioners, that many businesses have used successfully. “Looking Outside the Box” [1997 Berstell &amp; Nitterhouse] explains how CCR works, provides examples of how it has been used and discusses what it can discover and be used for.</p> <p>CCR concretely defines a specific operational project goal, identifies customers most likely to have useful stories, then collects their “path to purchase” and use experience stories (cases). The researcher shares and discusses initial customer cases with all customer-touching functions, then adapts subsequent case collection based on their input. The researcher analyzes all collected cases to learn what jobs customers use the product/service to accomplish, and identify promising target market segments, product extensions or improvements, and promotion, distribution, pricing and support opportunities. A final report documents recommended actions.</p> <p>Although CCR has been applied in some nonprofit [1999, Berstell &amp; Nitterhouse] and service industry [2003, Berstell &amp; Nitterhouse] contexts, it has not yet been applied to Community Research and Action (CRA). This paper discusses how CCR could be used for CRA. Stakeholder stories would be collected from community members, donors/funders, or other interested parties, depending on the research goal.</p>
<p>2:50-3:10 Presentation</p>	<p><b>Crafting action-oriented discussion sections: Translating results into high-impact publications</b> Hannah Feeney and Danielle Chiamonte; <i>Michigan State University</i></p> <p>Translating research findings for a global audience is a critical skill that all academics, and community psychologists in particular, must hone. This process is most challenging when advanced statistics or similarly complicated the methods of analysis are used. This can also be challenging when data is non-normal (e.g., evaluation data, small sample sizes, etc.). This presentation will review some “lessons learned” in translating analytical findings into practical results for community partners with real-life implications. In this presentation, we will review three case examples of research studies from the fields of gender-based violence and sexual</p>

	<p>health performed by the authors. The first of these, a quantitative analysis, reviews the rates of anogenital injury among adolescent sexual assault survivors (Feeney &amp; Chiaramonte, <i>in progress</i>); the results of this paper may be considered very technical, and the authors will discuss the process of reframing such output into action-items for community practitioners. The second example, a qualitative study, explores the impact of untested sexual assault kits on adolescent victims' involvement with the legal system (Feeney, <i>in progress</i>) and the third, a mixed-method design, explores engagement in HIV-related healthcare among formerly incarcerated individuals recently released from prison (Chiaramonte, <i>in progress</i>); these additional examples will demonstrate how the "lessons" may be used with varying methodologies. Individuals who attend this session will learn skills on how to address atypical data, interpret results with community implications in mind and take a discussion sections from flat and descriptive to impactful and action-oriented!</p>
<p>2:30-3:10 Roundtable</p>	<p><b>Educational Challenges and Climate in Varied Cultural Contexts</b> Ericka Mingo, Ray Legler, Tiffeny Jimenez, Naz Chief, Claudia Marchan, Judy Kent, Noah Owens, Jose Iniguez, and Jessica Norman, <i>National Louis University</i></p> <p>Cultural climate and the diversity of contexts and individuals are critical to understanding and reforming education. This roundtable brings together a number of community psychologists who conduct research on topics such as human rights education, the pedagogical climate of advantaged and disadvantaged schools, transitions from high school to higher education, travel abroad programs and multicultural fraternities, and multicultural opposition theory. The goal of the roundtable is to have an in-depth discussion, from a community psychology perspective, about how culture and climate intersect with our current school system, and the directions in which those settings need to be transformed.</p>
<p>3:20-4:00 Roundtable</p>	<p><b>Should Racism be Considered a Clinical Disorder?: An Exploratory Conversation from the Racial Justice in Praxis (RJIP) Group</b> Brad Olson, Ericka Mingo, and Rochele Royster, <i>National Louis University</i></p> <p>Social justice activists have strongly critique the DSM and clinical diagnostic systems in general. Whether we as community psychologists embrace these categorization systems or not, there are deep questions about the political nature of these diagnoses. One interesting consideration is why problems addressed more attentively by social psychologists, such a racism and prejudice, are not treated as clinical disorders. For several reasons we feel like such a conversation would be useful among community psychologists. Racism after all does cause harm to self and others, can be measured, and perhaps treated and prevented. In this roundtable we will discuss several objections, from different perspectives, about conceiving racism as a clinical disorder. And we will discuss with those in attendance the validity of such objections or whether they myths. We will then discuss some potential forms of future activism on this front.</p>

**SATURDAY**  
**Poster Session Abstracts**  
**Poster Session A: 11:40-12:10**  
**Poster Session B: 12:15-12:45**

Easel Number	Poster Description
<b>Poster Session A</b>	
<b>1: Session A</b>	<p><b>Forward Motion: A Qualitative Analysis of the Back of the Yards community</b>  Rafael Mederos, <i>National Louis University</i></p> <p>Millard Fuller once said, "For a community to be whole and healthy, it must be based on people's love and concern for each other." Though the lens of Sense of Community and using McMillian and Chavis four theoretical dimensions: Belonging, Fulfillment of Needs, Influence, and Shared Connection, the research attempts to explain the Sense of Community in a Chicago community called Back of the Yards. For this research study, I interviewed 15 participants from the community to understand their Sense of Community. At the beginning of the research I only knew about the community through books and the daily news, but after meeting with residents I learned the community is much more than as 20-second news segment. Today, the community is home to a multi-cultural community with majority of the community being Hispanic. The community faces challenges of structural barriers, political boundaries and gang territories but residents continue to believe and envision their community as a unified, integrated, and safe. From the residents to the businesses to the even the art murals hold a meaning and significance to the community. The research concludes and explores significance for future research.</p>
<b>2: Session A</b>	<p><b>Relational Cultural Theory and Mentoring in a Science Support Program</b>  Kathleen R. Buehler, <i>DePaul University</i>; Bernadette Sanchez, <i>DePaul University</i>; and Hector Rasgado-Flores, <i>Rosalind Franklin University of Medicine and Science</i></p> <p>Traditional mentoring is characterized by a hierarchical relationship in which a mentee develops skills that will eventually allow them to work independently from the mentor. However, the idea of individual achievement is a myth perpetuated by a culture of unequal power structures (e.g. gender, race, class, etc.), in which a more privileged person can accomplish something while ignoring the people who helped or were further disadvantaged in the process. Relational cultural theory (RCT; Ragins &amp; Fletcher, 2007) discards this myth and instead allows for reciprocal relationships that involve mutual learning and influence. RCT mentoring relationships are non-hierarchical and interdependent. Traditionally undervalued "feminine" abilities and competencies (e.g. emotional competence and vulnerability) help foster growth in both the mentor and mentee. This poster will present the preliminary findings of a qualitative study on RCT mentoring in a science support program for Latina/o high school students. While none of the participants in this program were consciously engaging in RCT mentoring, RCT abilities and competencies were naturally present in high-quality mentor-mentee relationships. These results have implications for future mentoring programs and may be especially relevant for nondominant group members, such as women and Latina/o students, who are currently underrepresented in the sciences.</p>

<p><b>3: Session A</b></p>	<p><b>Pediatric ME and CFS: Symptomatology and Income Disparity in Chicago</b>  Jane Kemp, <i>DePaul University</i>; Bernardo Loiacono, <i>DePaul University</i>; Laura Nicholson, <i>Loyola University Chicago</i>; Madison Sunnquist, <i>DePaul University</i>; and Leonard A. Jason, <i>DePaul University</i></p> <p>Myalgic Encephalomyelitis (ME) and Chronic Fatigue Syndrome (CFS) severely impact the physical, social and academic functioning of affected children and adolescents (Jason, Barker &amp; Brown, 2012). Due to misunderstandings within the medical community and the general public, individuals with ME and CFS are often stigmatized and face difficulties finding adequate care. Access to health care may be further limited by financial difficulties. Socio-economic status (SES) has been found to have a profound effect on child and adolescent health (Chen &amp; Patterson, 2006). The current study examines differences in ME and CFS-like symptomatology across Chicago ZIP codes of varied SES. Data were gathered from over 5,000 households using a community-based methodology. Understanding and acknowledging how diversity in income level can impact the development and treatment of chronic illness, is pivotal in producing social change in this area.</p>
<p><b>4: Session A</b></p>	<p><b>Case Definition Controversy in ME and CFS Research</b>  Bernardo Loiacono, Pamela I. Nehrke, Lauren Klebek, and Leonard A. Jason, <i>DePaul University</i></p> <p>Early intervention for chronic illnesses often leads to better outcomes for patients. However, proper care can only be provided if an illness is identified correctly. This process relies heavily on the methods and criteria used to diagnose an illness. Some chronic illnesses have yet to be well understood, making the development of diagnostic criteria difficult. Myalgic Encephalomyelitis (ME) and Chronic Fatigue Syndrome (CFS) is a chronic illness that is in its infancy in terms of understanding the illness as a whole. ME and CFS is characterized by post-exertional malaise, or symptom exacerbation following exertion, that results in substantial reductions in both social and physical activities (Jason, Barker &amp; Brown, 2012). Currently, there are several case definitions used to diagnose ME and CFS. This poster will explore how these varied case definitions pose complications in diagnosing, researching, and treating the illness (Bates et al., 1994). Identifying valid and reliable case definition criteria incorporates knowledge of the context in which this diverse group is currently suffering. This advancement in case definition research would accelerate proper care for those grappling with ME and CFS.</p>
<p><b>5: Session A</b></p>	<p><b>Can Brain Imaging Studies be Used for Reducing Stigma</b>  Marcie Zinn, Mark Zinn, and Leonard A. Jason, <i>DePaul University</i></p> <p>This poster session will explore the applications of using brain imagery for documenting a hard to define illness known as chronic fatigue syndrome or myalgic encephalomyelitis. For the past few decades, patients have been stigmatized with this illness in part due to the failure to find biological reasons for the symptoms, similar to what occurred with MS in the 1950s and 1960s. As a consequence, for community psychologists, there is a need to find ways to legitimize the illness through basic biomedical research. This might be somewhat less familiar as a policy initiative for community psychologists, but it indicates that working collaboratively with basic researchers can do much to be an advocate for patients who have been victimized. This poster will explore the types of basic research that is now ongoing at the Center for Community Research, and which is being used in advocacy efforts throughout the US and internationally.</p>
<p><b>6:</b></p>	<p><b>An Ecological Approach to Address Health Disparities among Latino Youth and Young Adults with Disabilities: A Multilevel Intervention</b></p>

<p><b>Session A</b></p>	<p>Yolanda Suarez-Balcazar, Amy Early, Dalmina Arias, Camara Singleton, Ana Perez, Ashley Heleine, and Claudia Garcia, <i>The University of Illinois at Chicago</i></p> <p>Latino youth and young adults with disabilities and their families are at a high risk for obesity due to a number of environmental and attitudinal barriers, yet there remains a scarcity of literature on accessible community-based programs promoting healthy lifestyles among these individuals. Grounded in the ecological model, the researchers adapted and implemented a culturally relevant health promotion intervention targeting different levels of analysis. The intervention was implemented through partnership with a community-based organization in a predominately Latino neighborhood, and co-led with a community member. The intervention involved 2-hour weekly sessions of physical activity/dance, health education, and self-management/goal setting. Environmental barriers to physical activity and engagement in the community were simultaneously assessed using the CLOCC walkability assessment tool. The majority of families in the program reported a number of behavior changes and high levels of satisfaction with the program. Walkability assessments in the community indicated that traffic safety is a major concern. This study has implications for the role of community researchers in addressing health disparities and promoting interventions at the individual, family, and community level to enhance healthy lifestyles among individuals who often experience marginalization.</p>
<p><b>7: Session A</b></p>	<p><b>Toward an empirically derived diagnostic criteria of ME/CFS</b>  Kayla A. Huber, Madison Sunnquist, and Leonard A. Jason, DePaul University</p> <p>Myalgic encephalomyelitis and chronic fatigue syndrome (ME/CFS) are notoriously difficult to diagnose due to the absence of a biomarker and the existence of multiple diagnostic criteria. Additionally, the existing criteria were developed through consensus methods and may not require core symptoms within the domains of the illness. Empirical approaches, such as the data mining analyses performed by Jason et al. (2013), revealed three symptom domains that were most prevalent among patients as well as three symptoms that could accurately classify 95.4% of patients and controls when applying frequency and severity thresholds. Such results indicate that revised case definitions could require fewer symptoms, and empirical methods could be used to identify ME and CFS subtypes based on less common symptom domains. The current study will employ cluster analysis in order to identify such subtypes within a sample of over 1,000 individuals with ME and CFS. Results from this study may aid in enhancing the validity of diagnostic criteria, creating more homogeneous study samples, and providing more individualized care to patients.</p>
<p><b>8: Session A</b></p>	<p><b>The Pain of Disbelief: Causes and Consequences of Stigmatization of Myalgic Encephalomyelitis and Fibromyalgia</b>  Lauren Klebek, Kayla Huber, Pamela Nehrke, Bernardo Loiacono, and Leonard A. Jason Ph.D., <i>DePaul University</i></p> <p>While some chronic illnesses, such as cancer, asthma, or diabetes, are well-known by the general population, others are less discussed. Some of these lesser-known illnesses are described as “invisible illnesses” when they result in symptoms that are not visibly apparent to others. Invisible illnesses are more frequently delegitimized (Joachim &amp; Acorn, 2000), causing sufferers to experience stigmatization by family, friends, and physicians. Myalgic encephalomyelitis (ME) and fibromyalgia (FM) are two such illnesses, due to their symptomatology, unknown etiology, lack of diagnostic tests, diagnoses by exclusion, and higher incidence in women (Richman &amp; Jason, 2001). Within the medical community, the stigma encountered by individuals with ME and FM can result in delayed diagnosis, ineffective treatment, and lack of access to knowledgeable health care providers. This presentation</p>

	<p>will discuss the ways in which physician invalidation and societal stigmatization can lead to secrecy (McInnis, 2015), avoidance of social interaction (Armentor, 2015), and a decrease in patients' quality of life (Lobo et al., 2014). Methods for reducing stigmatization in order to enhance patient well-being will be discussed.</p>
<p><b>9: Session A</b></p>	<p><b>Describing diverse experiences with Myalgic Encephalomyelitis (ME) and Chronic Fatigue Syndrome (CFS): Subtyping patients by course of illness</b>          Jamie T. Stoothoff, Kristen Gleason, and Leonard Jason, <i>DePaul University</i></p> <p>Myalgic Encephalomyelitis (ME) and Chronic Fatigue Syndrome (CFS) are debilitating chronic illnesses that are often misunderstood, often resulting in the stigmatization of ME and CFS patients. One challenge to better understanding these illnesses is the range of diverse experiences seen in ME and CFS patients. In order to better understand these diverse experiences, the current study examined whether self-reported illness trajectories were predictive of differences in symptomatology and functional disability. The majority of participants (59.7%) described their illness as Fluctuating, with 15.9% identifying it as Constantly Getting Worse, 14.05% as Persisting, and 8.5% as Relapsing and Remitting. The remaining 1.85% of the sample described their illness as Constantly Getting Better. Findings indicated that self-reported patient illness courses were associated with significant differences in functioning on select subscales of the Medical Outcomes Study 36-item short-form health survey (SF-36), and symptomatology on domains of the DePaul Symptom Questionnaire (DSQ). The implications of these findings demonstrate a need for policy change within the ME and CFS community, as current practices assume a homogeneous experience among patients. Furthermore, subtyping patients by their distinct illness courses could significantly improve both treatment and research involving this population.</p>
<p><b>10: Session A</b></p>	<p><b>Suicide in a Stigmatized Invisible Illness: Caregiver Attributions and Reflections</b>          Stephanie L. McManimen, Abigail A. Brown, and Leonard A. Jason, <i>DePaul University</i></p> <p>Myalgic encephalomyelitis (ME) and chronic fatigue syndrome (CFS) are debilitating, invisible illnesses. Although there are physical symptoms, patients often do not appear to be ill to an outsider. As a result, these patients are often challenged with proving their disability to friends, family, and even their doctors (Ware, 1992). Recent research has shown that there is an increased risk of suicide in patients as a result of several factors including disbelief from doctors and abandonment from family and friends (Jiménez-Ortiz, 2015). This study sought to clarify, through information provided by friends and family, what the quality of life was like and how severe the illness was for the deceased patient in the months preceding death by suicide compared to other causes. We will discuss the role of a community psychologist in creating social change to integrate the viewpoints from various stakeholders (e.g. medical professionals, researchers, patient advocates) in a way that is beneficial for patients with these illnesses at risk for suicide.</p>
<p><b>11: Session A</b></p>	<p><b>Exploring different measures of reduced functioning in young adults with Chronic Fatigue Syndrome</b>          Jamie T. Stoothoff, Damani McClellan, Kristen Gleason, and Leonard A. Jason, <i>DePaul University</i></p> <p>Chronic Fatigue Syndrome (CFS) and Myalgic Encephalomyelitis (ME) are illnesses that often result in debilitating fatigue and drastically reduced levels of functioning (Friedberg, Dechene, McKenzie, &amp; Fontanetta, 2000). In fact, many of the case definitions for these illnesses require patients to have experienced a “significant” reduction in functioning (Thorpe et al., 2016). The Medical Outcomes</p>

	<p>Study Short-Form-36 Health Survey (SF-36) has often been used as a means to quantify reductions in activity levels (Ware et al., 2000). However, these standards were developed using an older adult population, thus limiting their applicability to younger patients. In order to explore the diversity of patient experiences, the present study was interested in understanding whether young adults experienced different levels of functioning than their older peers. It used a series of Receiver Operating Curve (ROC) analyses to explore a range of options for measuring functioning in a young adult (18-25) population experiencing CFS. The findings suggest a differing combination of SF-36 subscale cutoffs than were recommended in previous literature. The implications of these findings demonstrate a need to reevaluate how we define chronic illness among young adults, as these individuals continue to be an underrepresented subgroup within this already marginalized population.</p>
<p><b>12: Session A</b></p>	<p><b>Family relationship quality and parent-child discrepancies in children with Chronic Fatigue Syndrome/Myalgic Encephalomyelitis (CFS/ME)</b> Carly S. Holtzman, Pamela A. Fox, and Leonard A. Jason, <i>DePaul University</i></p> <p>Both parent and child symptom ratings are informative for diagnosis of Chronic Fatigue Syndrome (CFS), however previous research has shown that parent and child ratings can diverge especially with respect to symptomology of the neuroendocrine domain (Becker, O'Connor, Jantke, &amp; Jason, 2016). We explored whether parent-reported family relationship quality was associated with smaller parent-child discrepancies in this domain of the DePaul Symptom Questionnaire (DSQ; Jason et al, 2010). Participants consisted of 129 parent child pairs (N = 258 individuals) who completed the DSQ as a component of their participation in a pediatric epidemiological study on CFS. As expected, higher relationship quality (i.e., "how would you rate your family's ability to get along with one another?" 1 = poor to 5 = excellent) was associated with smaller difference scores in frequency ratings for 6 of the 10 neuroendocrine items of the DSQ (i.e., sweating hands <math>t(251)=2.403, p &lt; .05</math>, not wanting to eat <math>t(251)=4.960, p &lt; .05</math>, night sweats; <math>t(251)=1.321, p &lt; .05</math>). Results showed a similar pattern for severity ratings. Results suggest that information about the family social context explains variation in parent child discrepancies, and could aid interpretation of parent and child reported DSQ symptoms used for diagnostic decision making.</p>
<p><b>13: Session A</b></p>	<p><b>Research Volunteers' Attitudes Towards ME and CFS in a Community Psychology Setting</b> Pamela I. Nehrke, Pamela A. Fox, and Leonard A. Jason, <i>DePaul University</i></p> <p>Myalgic Encephalomyelitis (ME) and Chronic Fatigue Syndrome (CFS) is a stigmatized illness characterized by debilitating, relapsing fatigue, cognitive difficulties, and post-exertional malaise (Jason et al., 2010). Not only can this illness be incapacitating, but it is met with skepticism from medical professions, employers (Shlaes, Jason, Ferrari, 1999), and those believing it is a psychological disorder (Ray, 1991). The Chronic Fatigue Attitudes Scale (CAT; Shlaes, Jason, &amp; Ferrari 1999) assesses views towards ME and CFS patients, however little research has examined factors explaining variation in these stigmatizing attitudes. We examined CAT scores among young adult research volunteers at DePaul University's Center for Community Research, hypothesizing that exposure to information about ME and CFS via volunteering on a research project would be associated with less stigmatizing attitudes. As expected, results showed that volunteers on the ME and CFS related team (N = 66) were associated with less stigmatizing attitudes (<math>B = -5.30, p &lt; 0.05</math>). Changing and promoting accurate perceptions of ME/CFS may mitigate stigma and potential excess disability (e.g., Sabat, 2001) among individuals with CFS. This study acknowledges stigmatization of ME and CFS patient populations and points to the importance of advocating understanding for this illness.</p>



<p><b>14: Session A</b></p>	<p><b>Exploring Young Adult Experiences with Chronic Illness: A Literature Review</b> Damani McClellan, Kristen Gleason, and Leonard A. Jason, <i>DePaul University</i></p> <p>Myalgic encephalomyelitis (ME), or chronic fatigue syndrome (CFS), is an under-researched and misunderstood chronic and debilitating illness (Jason et al., 2011). There is a need to take a deeper look at the connection between patient experiences of chronic illness and the distribution of power and privilege within the medical community as well as the overall social response to chronic illness in our society (Anderson et al., 2014). Qualitative research on this patient population (young people) is sparse, and existing literature and national guidelines for young patients with ME and CFS have emphasized the need for further quantitative and qualitative research (Richards, 2000). Qualitative approaches are particularly useful in understanding the diverse experiences of patients with chronic illnesses. We examined this topic by reviewing the literature on patients’ perspectives on coping with chronic illnesses with a focus on young adult experiences. Studies were selected by searching for peer-reviewed articles through EBSCO host Academic Search Complete, from January 1999 through July 2016. Searched terms included: “chronic fatigue syndrome,” “myalgic encephalomyelitis,” “myalgic encephalomyelitis/chronic fatigue syndrome,” “chronic illness,” “coping” and “young adults.” Implications for young adult’s perception on living with ME and CFS are discussed.</p>
<p><b>Poster Session B</b></p>	
<p><b>1: Session B</b></p>	<p><b>Isolation and illness uncertainty in individuals with ME and CFS</b> Andrew Devendorf, Damani McClellan, Abigail Brown, and Leonard Jason, <i>DePaul University</i></p> <p>Myalgic encephalomyelitis (ME) and chronic fatigue syndrome (CFS) are chronic illnesses that are often debilitating in nature. Similar to other chronic illnesses, ME and CFS are characterized by uncertain illness trajectories, where individuals are unsure if they will ever return to their premorbid levels of functioning. However, individuals with ME and CFS may face unique challenges in their illness experience, as these illnesses are invisible, stigmatized, and misunderstood, leaving patients to feel alone. We conducted semi-structured interviews with 10 patients with ME or CFS to examine the roles of isolation and uncertainty in patients’ illness experience. The data will be analyzed using an inductive thematic analysis. These findings may provide a better understanding of how individuals with ME and CFS cope, specifically, with isolation and illness uncertainty.</p>
<p><b>2: Session B</b></p>	<p><b>The Effectiveness of Oxford Houses Across Heterogeneous House and Setting Characteristics</b> Jessica Kassanits, <i>DePaul University</i>; Ted Bobak, <i>Governors State University</i>; Ed Stevens, <i>DePaul University</i>; Leonard Jason, <i>DePaul University</i>; and John Light, <i>Oregon Research Institute</i></p> <p>Oxford Houses (OH) are democratically run, self-funded, substance-use recovery homes that operate across the United States as well as internationally. Previous research shows the OH model to be present in diverse neighborhoods and with differing house settings. We examined the neighborhoods and house characteristics of 42 Oxford Houses located in Oregon, Texas, and North Carolina to better quantify and understand house heterogeneity. GIS mapping of San Antonio’s census and Oxford House data illustrate the setting robustness of the OH model.</p>
<p><b>3: Session B</b></p>	<p><b>Housing, Relationships, and Illicit Substance Use among Female Ex-Offenders</b> Arturo Soto-Nevarez, Leonard Jason, and Ed Stevens, <i>DePaul University</i></p> <p>The prevalence rate for substance use disorder among incarcerated women is about 40%. About 40% of these women receive treatment while incarcerated and about 25% of them continued treatment</p>

	<p>10 months after being released. Upon release they face many difficulties, including maintaining sobriety and acquiring adequate housing. Housing stability is required for successful reintegration into the community. In this study, women who reported involvement with the criminal justice system as well as endorsed substance use within the past 2 years (N = 200) will be examined through the use of descriptive statistics. Utilizing Bronfenbrenner’s Social Ecological framework and self-efficacy from Bandura’s Social Cognitive Theory one can examine the impact housing settings and the relationships that exist within them have on substance use.</p>
<p><b>4: Session B</b></p>	<p><b>Factors that Assist Individuals with Sober Living</b> Leonard Jason, DePaul University</p> <p>Few studies have examined the most successful factors that assist individuals with sober living. After reviewing a variety of articles: self efficacy, financial support, and a strong sense of community are three of the strongest components that lead to sober living. Self efficacy is the confidence an individual has regarding attaining a specific goal, in these studies, the goal was sobriety (Dolan, 2007). Financial support can be defined as individuals who receive money or financial assistance to help them pay for their needs (Wasserman, 1991). Individuals who identify with a strong sense of community often specify that they have peer support, accessible resources, and a safe environment (Polcin, 2012). The lack of studies that examine these key factors for sober living identify the strong need for more research to determine key components of sober living.</p>
<p><b>5: Session B</b></p>	<p><b>Hope and Sense of Community as Predictors of Quality of Life in Recovery Homes</b> Mayra Guerrero, <i>DePaul University</i>; Ed Stevens, <i>DePaul University</i>; Leonard A. Jason, <i>DePaul University</i>; and John M. Light, <i>Oregon Research Institute</i></p> <p>Traditional approaches to evaluating the effectiveness of substance abuse treatment focused on measuring the frequency and quantity of drug use, as well as the achievement of abstinence. In recent years, there has been a shift away from pathological models of substance use disorders towards a multidimensional health model. Due to this shift, quality of life has become an increasingly measured outcome in addiction research which incorporates an individual’s subjective well-being and measures overall functioning (Muller &amp; Clausen, 2015). In 2012, the Substance Abuse and Mental Health Services Administration named hope the foundation of recovery. A recent study on Oxford House found that sense of community was the best predictor of hope among Oxford House residents (Jason, Stevens, &amp; Light, 2016). The following study examined the relations between hope, sense of community, and quality of life. A total 229 participants from 42 Oxford Houses were recruited and measured cross-sectionally over a 4-month period. Both hope and sense of community were significantly predictive of quality of life. Although limited by the cross-sectional design, these results can inform future research on house dynamics as predictors of successful recovery.</p>
<p><b>6: Session B</b></p>	<p><b>Abstinence Self-Efficacy and Substance Use at Two Years: The Moderating Effects of Residential Treatment Conditions</b> Hannah Marie Chapman, <i>St. Mary's College of Maryland</i></p> <p>The relationship between abstinence self-efficacy and substance use at two years was examined among a sample (n = 470) of persons with substance use disorders and recent incarceration histories. Participants were assigned to residential (therapeutic community/TC or Oxford House) or non-residential (usual care) conditions. We hypothesized abstinence self-efficacy would predict decreased substance use, and residential treatments would moderate this relationship. A conditional</p>

	<p>effect was observed, with low levels of abstinence self-efficacy predicting significant increases in substance use in the TC and usual care conditions. Supplemental analyses revealed significant decreases in substance use over time among participants in the Oxford House condition, and a significant conditional effect (gender by treatment condition) in relation to substance use.</p>
<p><b>7: Session B</b></p>	<p><b>An Exploration of Personality and Its Relation to Individual States that Affect Personal Change in Adults in Recovery from Substance Abuse</b>  Angela N. Reilly, Ed Stevens, and Leonard A. Jason, <i>DePaul University</i></p> <p>Community psychology has largely been interested in studying systems or interventions that improve a population’s mental health and therefore, may ignore structural individual differences that are fixed. This exploratory research examined the relationships between a meta-trait (Stability consisting of conscientiousness, agreeableness, and neuroticism) and self-esteem and stress. 229 adult individuals residing in 42 residential recovery settings were interviewed as part of the first wave of a national longitudinal study. SEM analysis found significant effects for several demographic variables on Stability and Stability was significantly related both directly and indirectly to stress. These findings suggest that individual differences at entry may influence recovery home effects and may be important to developing more effective aftercare systems.</p>
<p><b>8: Session B</b></p>	<p><b>“If You Survived, Tell the World What Happened Here”: A Case Study of Holocaust Survivor Ludwig Charatan</b>  Jacqueline Yi, <i>University of Illinois at Urbana-Champaign</i>; Mila Hall, <i>Teachers College at Columbia University</i>; and Lisa A. Suzuki, <i>New York University</i></p> <p>A large body of scholarship demonstrates the pernicious psychological impact of the Holocaust on survivors. However, studies show that survivors of trauma also may experience positive psychological outcomes (e.g., post-traumatic growth) through engaging in various forms of coping and meaning-making. The current case study focuses on how one Jewish Holocaust survivor, Ludwig Charatan, created meaning and purpose from his experiences. To understand his story, we conducted interviews in 2009 and 2015 and then used constant comparative thematic analysis to derive general findings (which were confirmed by Ludwig). Overall, this case study gives voice to Ludwig’s experiences of coping with his past trauma by developing a purpose: to fight intolerance by sharing his story with the community. For example, in the 1970’s he spoke about his experiences while testifying against Nazi war criminals. Also, he is currently a member of the Speaker’s Bureau at the Museum of Jewish Heritage, where he speaks to younger generations about the Holocaust. The ethos of his purpose is summarized in his words of: “A common call among our suffering people was, ‘If you survive, tell the world what happened here.’” We also note the increasing importance to Ludwig and other survivors of preserving their stories of hardship and resilience as they approach the end of their lives. Overall, this case study provides an example of meaning-making and purpose in the face of trauma and contributes in a small way to Ludwig’s desire to educate others on the social injustices of the Holocaust.</p>
<p><b>9: Session B</b></p>	<p><b>Domestic Minor Sex Trafficking and the Justice System: A Systematic Review of the Literature</b>  Kara England, <i>Michigan State University</i>; Valerie Anderson, <i>University of Cincinnati</i>; and Hannah Feeney, <i>Michigan State University</i></p> <p>Domestic minor sex trafficking (DMST) is a global public health and policy issue. Previous research has indicated that interactions with formal systems (e.g., the juvenile justice and child welfare</p>

	<p>systems), combined with lack of appropriate resources, often results in the criminalization of DMST victims. To address this issue the Trafficking Victims Protection Act (TVPA) was created to decriminalize youth involved in DMST, redefine them as victims, and provide services. To date, there has not been a systematic review of the literature that identifies issues and barriers of victims in the justice system and provides an evaluation on institutional responses to victims of DMST. In response, we conducted a systematic review of the research and policy literature on the justice system responses to victims of DMST following the passage of the TVPA and, in total, 47 studies were examined. The results reveal a number of issues related to the implementation of the TVPA in justice system contexts that have the potential to directly and indirectly affect survivors of DMST. This review paper highlights the importance of understanding how the justice system handles DMST cases in order to minimize punitive responses and maximize trauma-informed intervention and community-based treatment for youth.</p>
<p><b>10: Session B</b></p>	<p><b>Collaborative Survey Development with a Local Human Trafficking Task Force</b>  <i>Lauren Vollinger, Michigan State University</i></p> <p>Human trafficking (HT) is defined as using force, fraud, or coercion to exploit a person for any sexual act or type of labor. While most think of HT as an international issue, it is also a domestic issue that occurs at alarming rates all over the United States. Due to the hidden nature of this crime, it is difficult to accurately represent the prevalence and comprehensive risk factors associated with HT. One of the best ways to obtain this information is through the agencies and organizations that handle HT cases. Human trafficking task forces are comprised of local, state, and federal law enforcement agencies along with social service agencies, religious organizations, community members, and survivors of HT to coordinate services to meet the needs of HT survivors. The numerous and complex needs of HT survivors pose challenges to service providers which are exacerbated by the lack of data on HT, particularly in the communities they serve. Therefore, developing a survey with HT task force agencies provides useful data informed by the context and needs of the community. This poster will describe the procedure used to develop a community-specific survey addressing the needs of a local HT task force. Challenges and recommendations will also be discussed.</p>
<p><b>11: Session B</b></p>	<p><b>The Clarion Call: The Need for Building Capacity for Interorganizational Collaboratives; Working Within the Scope of Diversity</b>  <i>Kia Watkins, Adler University</i></p> <p>Research suggests that an increasing demand for greater collaboration, coordination, and cooperation amongst community institutions, in an effort to establish solidified coalitions and alliances have emerged. Nonetheless, interorganizational collaboratives (IOC) have developed in response to this identifiable gap, serving as a mechanism for strengthening capacity of community systems to respond to not only social issues but also public concerns (Nowell, 2009). IOC's have adapted a shared responsibility and collective interest in seeking social and communal change, with hopes of engendering systems of change. More specifically, through such interorganizations, collaboration seeks to seek to create a more comprehensive and coordinated community system for addressing an issue. Collaboration involves a multitude of stakeholders working together in strategic tradition to develop collective responses to social, targeted issues (Stokols, 2006). There are a myriad of factors that play a role in the development of effective collaboration amongst community leaders, interorganizational professionals, citizens, etc. Furthermore, this presentation will demonstrate the need for co-inspiration, collaboration, and cooperation inter-organizationally, the importance in</p>

	fostering cooperative stakeholder relationships and its implications, and the ways in which such relationships can exist within the scope of diversified, transdisciplinary perspectives and interactions.
<b>12: Session B</b>	<p><b>Phone recruitment in community-based samples: Does caller number make a difference?</b> Casey J. Baer, <i>University of Illinois</i>; Pamela M. Fox, <i>DePaul University</i>; Laura Nicholson, <i>DePaul University</i>; and Leonard Jason, <i>DePaul University</i></p> <p>Efficient methods of recruitment are essential for the success of community-based studies. We investigated whether the type of phone line (i.e., landline vs. cell) from which we cold called potential participants mattered for the success rate of recruitment into our study. Participants were 67,135 individuals on the call list of a large scale epidemiological study who received a phone call from our researchers via either landline or one of three cell phone numbers (with area codes from the states of Illinois, North Carolina, or Texas) between December 2013 and March 2016. Results showed that for the first three contact attempts, calls from landlines yielded a higher proportion of successful screens than calls from cell phones (X2call 1(1,N=67,135)=18.60, pX2call 2(1, N=59,105)=26.08, p&lt;0.001; X2call 3 (1, N=49,067)=7,531, pth call attempt the landline advantage diminished (X2call 4(1, N=38,205)=1.68, p=ns). Caller ID displaying the name of the university for calls from a landline may elicit more responsiveness compared to calls from cell phones which do not disclose our identity. Screen rates for each cell phone area code were compared and it was discovered that there is no significant difference between them (X2call 1(2, N=7,190)=1.419, p=ns). Findings can improve recruitment methods for community-based research through increasing sample sizes and lowering research costs.</p>
<b>13: Session B</b>	<p><b>Is It Natural to Become a U.S. Citizen?: Psychological Processes Behind Immigrants' Reluctance to Naturalize</b> Gallal Obeid, <i>University of Kansas</i></p> <p>We investigated the psychological factors underlying the motivation to become U.S. citizens among Lawful Permanent Residents. Perceived benefits of citizenship, sense of belonging to the U.S., and social support for becoming citizens predicted motivation to naturalize. We compared patterns among Europeans, Latinos and Asians. Researchers discuss psychological underpinnings of naturalization.</p>
<b>14: Session B</b>	<p><b>An Analysis of Youth Outcomes from an Intervention with Minority High School Students with Disabilities</b> Jazmin Lara, <i>DePaul University</i> and Fabricio E. Balcazar, <i>The University of Illinois at Chicago</i></p> <p>Youth with disabilities, especially minorities, have a difficult time finding employment after high school. The United States Department of Labor's Office of Disability Employment Policy has created the Add Us In Initiative (AUI) to find and develop strategies that will help youth and adults with disabilities find employment. The Add Us In Chicagoland Consortium, led by the University of Illinois at Chicago (UIC) in collaboration with the Division of Rehabilitation Services (DRS) and a local charter school system have come together to create the Jobs for Youth Program. The program is an intervention that provides minority students with disabilities the opportunity to acquire a state certification and an internship for a two-month period. Since the beginning of the initiative in 2011, 87 students have participated. All participants were interviewed at different points in time to track their progress as they completed the program. This study will be reporting the short-term outcomes of the Jobs for Youth Program, including how many students were successful and were hired at the</p>

	<p>end of their internship. The results from this project can inform future work on the structure and outcomes of programs designed to help minority youth with disabilities obtain employment.</p>
<p><b>15: Session B</b></p>	<p><b>Visualizing Violent Crime and Community Resources in Chicago</b>  JaeDee M. Wood, Christopher R. Whipple, Colette S. Gregory M.A./M.Ed., Servando Miranda; Leonard Jason Ph.D., and W. LaVome Robinson Ph.D.</p> <p>The rate of violent crime in the city of Chicago is at an all-time high. As of September 1, 2016, there have been 471 murders—surpassing the homicide rate per capita of both Los Angeles and New York City combined (Berman, 2016). Previous literature has linked a lack of neighborhood resources to increased rates of community violence (Sampson, Raudenbush, &amp; Earls, 1997), and recent reports indicate this trend may be continuing in Chicago (Dumka &amp; Main, 2016). To further investigate the relationship between these two variables, we will use ARC GIS software to examine the overlap of violent crime and low resources in Chicago communities. This poster will include a map illustrating where violent crimes, including murder, robbery, and aggravated assaults, have occurred and will be compared to maps of important community resources (i.e., parks, grocery stores, community centers, businesses, churches, and transportation). By comparing these resource and crime maps we hope to 1) Demonstrate that in Chicago crime is occurring in lower resourced neighborhoods 2) Highlight what, if any, specific resource availability is linked with lower crime 3) Discuss what neighborhoods require specific community resources to reduce violent crime, and 4) List future directions for research in this area.</p>