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From the President

Written by Yvette G. Flores, University of California, Davis

Dear members: This year's APA Convention was held in Minneapolis, Minnesota with COVID-19 guidelines in place. All participants were required to verify their vaccination status prior to the convention in order to register. Our program, chaired by Drs. Ashmeet Oberoi [APA MAL] and Dawn Henderson [incoming APA MAL] offered 18 sessions and 35 posters focused on Decolonizing Community Psychology Values and Methodologies. A combination of research presentations and posters, critical conversations, symposia, and skill building sessions highlighted the social justice work of our members. Although this year's convention attendance was limited by the ongoing pandemic, our sessions were well received and visibilized the important role of community psychology in addressing key societal problems in African American and Native American communities, burn out among college students, and to promote workplace balance, among other important social justice considerations. The transnational focus of our division was evident in virtual poster presentations from Uruguay and

research presentations from Chile. The mental health of immigrants and refugees and the well-being of youth of color were important topics addressed by various scholars. We were delighted to see that Dr. Chris Beasley received an APA Presidential citation for his advocacy with Ban the Box in APA and professional psychology. His persistence and relentless advocacy led to an APA Council decision earlier this year to Remove the Felony Status Question from its membership application, with 93.5% of Council members voting for its removal. Many community psychologists were involved in the drafting of this policy change and advocacy to make this happen for over more than a decade. SCRA APA Council representative, Dr. Sara Buckingham brought us the good news on February 28, 2022.

It was also my privilege to present the Presidential Address this year. I will share some excerpts of that address in this column.

Social Justice now and in the future: community psychology in practice, research, and pedagogy

Dear Colleagues: let me begin by introducing myself. I am a community-clinical psychologist who has been in academic spaces since 1986, after working as a research psychologist. I am now a senior faculty member at UC Davis. I was honored to be promoted to distinguished professor in July of this year. Since 1986 I have had a psychology practice with a focus on the treatment of mood and anxiety disorders, and the evaluation and treatment of immigrants, refugees, and asylum seekers. I also serve as a consultant to a number of organizations that address social, family, intimate and interpersonal violence. I am also an immigrant, cis gender, light skinned multiracial, heterosexual Latina. It has been my honor to serve as your President since September of last year.

From that positionality, as we gather here in person for the first time since 2019, I feel it is important to recognize the global, national, interpersonal, and for some the personal turmoil we have undergone in the past two years. We have been challenged to live with a virus that has killed millions, compromised the health of many, and altered the way we live. Many of us have suffered significant losses, of family members, colleagues, and friends. Climate change is affecting our global communities – fires, floods, unbearable heat in many areas of the planet, drought that threatens the life of people in developing countries as well as in the more affluent countries, including the United States. We witnessed the floods in Kentucky in the past week and California is currently burning.

As a result of new methods of communication, we witnessed the murder of George Floyd by police officers in this very city. We have borne witness to the killings of black and brown men and women, the disappearance of indigenous women, and the massacres of men, women, and children by civilians, utilizing weapons of war. We have witnessed the targeted murders of African Americans and Latine in various states of this country and Anti-Asian hate crimes fueled by the rhetoric of white nationalists in power. We witnessed an attempted coup against the government this January. We are seeing the erosion of hard-fought civil rights, voting rights, women's reproductive rights, and a diminished separation of church and state. Many states have banned the teaching of critical race theory and assault hard fought ethnic studies courses. This is an effort to silence the truth of the history of the U.S. We are bombarded with misinformation, hateful rhetoric, anti-immigrant language, and continued threats to our rights.

Regardless of our political orientation, we are all affected by the rise of white nationalism in this country and around the globe. For folks of color, the dangers are greater; the stakes are higher.

What are we as community psychologists called to do? What is, or should be, the response of our Society and of APA, besides policy statements and apologies for past injustice? I refer you our Society's website, where are values and our mission are outlined.

After the murder of Mr. George Floyd, black psychologists, non-black POC and white allies in our society drafted a call to action on anti-black racism. We as a body were asked to examine the past and present injustices and make substantive change, to go beyond the aspirational language of diversity and inclusion. The leadership of our

society in 2020 drafted a response with a promise to begin a process of reflection, inquiry, and change. I want to offer my thoughts on where we are and where we need to go.

As a member driven Society, we believe in collaborative responses, to attain these requires time. Our best efforts sometimes are not enough and certainly, they are not fast enough. I want to assure you that we are trying. As a I see it, an important first step was to recognize the truth of the accusation. SCRA has been guilty of racism, lack of diversity, and behaviors and practices reflective of white supremacy. I believe, and this is MY belief, that as human beings we are the products of our history, our upbringing and the context in which it occurs, our educational experiences, and the privilege accorded to some of us by virtue of our race, our skin color, our class, gender, sexuality, and access to information. Sadly, even among those of us with degrees, our education about and experience with diversity is limited and at times non-existent. Many of us do not recognize our racism and other isms that impact how we work, think, and interact with others. Our Society has had good intentions. At the present time, good intentions are not enough.

The Call to Action Against Anti-Blackness in SCRA outlined a number of ways we as a Society could begin "working on our ingrained white supremacist logic within ourselves and our organization." I refer you to our website to read all the related documents. The colleagues who drafted the letter outlined four areas of action:

1) **Putting tangible resources back into Black communities**:
2) **Acknowledge our complicity and maintenance of white supremacy and white supremacy culture in SCRA**:
3) **Develop a deep and critical understanding of anti-Blackness and White supremacy:**
4) **Engage in collective action to dismantle anti-Blackness and white supremacy in SCRA and Community Psychology**:

The colleagues in leadership positions, officers and members of the EC, responded with an extensive list of actions to respond to the Call to Action on Anti-Black Racism. It must be noted that SCRA councils and interest groups, as well as members, had also identified important actions to be taken. Since 2020 past and current elected leaders and members of our Society have worked to address the necessary changes. The process of self-reflection and discussions on how best to respond to the demands on the organization brought to light internal conflicts, historical wounds, and differences that at times devolved into harmful exchanges. Members of the EC committee and officers resigned to protect their physical and mental health. The conflicts that emerged visibilized the need to create healthy ways of problem solving, to remind ourselves that kindness and cultural humility must replace vitriol and harmful exchanges among us. We could not move forward to make systemic change without acknowledging the trauma we were experiencing and inflicting on each other. To that end, we have begun the work of developing a restorative justice process for the E.C., and if successful, we will make available to the membership.

When I reflect back on the past twelve months, I see my role and that of the other officers as centered on keeping our organization afloat, managing crisis resulting from leadership changes, and ensuring that the work of the Society continued. It is important to highlight what was accomplished since 2020. We have focused on three areas: operational efficiency and greater transparency, more equitable funding of projects, responding to the call to action on anti-black racism, in particular the call to engage in efforts to dismantle white supremacy within our society. I want to highlight some of the efforts we have made

- A new executive director, Dr. Amber Kelly, was hired in 2020.
- Under the leadership of then President Elect Susan Wolfe, Amber Kelly, and the support of the EC, the 2021 biennial was held virtually that focused on dismantling white supremacy.

- DEI consultants were hired and led a number of workshops to help non-Black BIPOC, and white SCRA members learn about unconscious bias, anti-black racism, and how to be an effective ally.
- A task force explored the awards, with attention to those awards named after men in our field who did not embody the values of our Society and/or had contributed to perpetuating racism in our field, as well as identifying barriers to recognize black and other BIPOC scholars whose work is overlooked, dismissed, or undervalued unwittingly or otherwise by our award committees.
- We began to examine and make efforts to decolonize the process of seeking nominations for officers and recognizing individuals who should be Fellows of our society.
- We held nominations and selected outstanding Fellows, all with the participation of SCRA members who joined the nominations and fellows committee led by past president, Bianca Guzman.
- We supported through small grants scholars who pursued social justice projects in 2020-2021.
- Dr. Kelly developed a number of member engagement activities that were held all of last year.
- With our new treasurer, Dr. Chris Nettles we engaged in a process of addressing funding requests from our councils and interest groups that prioritized proposals that reflected the values of SCRA and adhered to the call to action and SCRA's response. SCRA is financially stable.
- We began to evaluate our organizational structure and a committee under the leadership of past secretary Dr. Lauren Lichty, EC member Dr. Chris Keys, APA Council Representative Dr. Sara Buckingham and Student Representative Aaron Baker, developed a process for holding meetings that will promote equity, participation, and respectful interactions in our meetings.
- Our councils and interest groups continued the fight for social justice; committees worked all year to decolonize community psychology, generate equitable policies, and advocate for immigrant rights.
- As we lost through resignation, EC members, a member at large for awards, and some officers, remaining officers worked closely with other EC members to fill those vacancies. When I assumed the presidency, Dr. Kwesi Brookins agreed to step in as President-Elect until August of this year. He has since been elected into the role and will assume the presidency a year from now. When Dr. Bianca Guzman resigned as past president, I invited past presidents to meet with me and asked for their support in filling that gap for the next year, beginning now until I become past president in august of next year. These meetings were well attended and demonstrated the ongoing commitment of past SCRA leaders. Several past presidents volunteered to chair the nominations and fellows committees and to work with Dr. Brookins and I on the development of the Strategic Plan.
    - William Neigher will chair the fellowship committee, Meg Bond will be a member.
    - Yolanda Suarez-Balcazar will chair nominations committee.
    - Jean Hill volunteered to be interim secretary.
    - Brad Olson volunteered to serve on the Awards Committee.
    - John Moritsugu has joined our presidential stream to update our strategic plan, theory of change, review our bylaws and Practices and Procedures.
- As officers we identified a consultant who can help the EC develop a restorative justice process to address ongoing and future conflict. We solicited member input

on this process, which we will begin this year.

- Under the leadership of President-Elect Kwesi Brookins the committee to develop the tasks and responsibilities of the Anti-Racist / Anti-Oppressive Committee began to meet.
- We developed a new onboarding process for EC members with significant help from Megan Renner.
- We have begun to clarify the roles and responsibilities for staff, officers, and EC members in order to streamline our processes and become more transparent.
- We have put out an RFP to develop our website to reflect our values, our diversity, and in compliance with ADA.
- Planning for our next biennial is ongoing. As we announced, the biennial will be held at Morehouse College June 20-24, 2023.

We have much work ahead and we need you, as members, to participate. We need you to run for office, to volunteer to serve on committees, and to continue to engage with us, providing input, and to challenge us.

In the months ahead, we will continue to work on organizational efficiency and transparency.

- The presidential stream will be co-developing the strategic plan that will take us into the future as we continue to address the structural and programmatic changes we need to make in the present. We are inviting key members and past leaders to inform our process and we will be reaching out to the membership for your input and support as well.
- We also are reviewing all documents to ensure we are consistent in our practices and are responding to the call to action and decolonizing our processes

A core value of our Society always has been social justice. I grew up with the tenet that the revolution and social justice begin at home. Change in our Society must come from all of us. Your elected officers and EC members need to hear from you about the actions you are taking in your everyday life, in your work life, for example the exemplary work of the Village of Wisdom, where our EC member Dawn Henderson works, and which has been featured in “Conversations that Raise your Practice Game.” This series led by Tom Wolff, bridges the research-practice gap, which is an issue that we must continue to strive to address. As an academic and practitioner, I believe it is imperative that we not privilege academics above practitioners in our Society.

I want to reiterate that we have members who are actively engaged in research, practice, and advocacy. We are committed to make those efforts more visible to the membership. Our members share resources to decolonize CP, to support emerging scholars, early career psychologists, and offer mentorship to BIPOC and other members who are marginalized in the institutions where they work.

Social justice activism takes many forms. We must continue to recognize the invisible labor of Black and other BIPOC CP’s; please consider nominating and encouraging practitioners to apply for Fellow Status, to submit their work to the journals, and the TCP and communitypsychology.com. We live in a global and intergenerational world; we must remain engaged and have intergenerational and transnational conversations. It is critical that we remain engaged and increase our participation with international Community Psychology organizations and practitioners. Although SCRA and its membership has changed significantly in the last few years, we can learn from the elders in the field, despite our differences. Those past presidents with whom I met are eager to remain engaged without taking up too much space. As an elder myself, I recognize the importance of stepping aside to make room for early career, graduate students, especially BIPOC who historically have been under-represented in leadership positions, whose voices have not been heard, and who have felt oppressed. It remains my commitment to work in collaboration with others in dismantling racism. It is particularly critical in this historical moment. We continue to do the work. I invite you to join us.

I leave you with the words of Rigoberta Menchu. She says: “Peace cannot exist without

justice, justice cannot exist without fairness, fairness cannot exist without development, development cannot exist without democracy, democracy cannot exist without respect for the identity and worth of cultures and peoples."

Until next time, I wish you health and continued engagement with our division. Feel free to reach out via email: president@scra27.org, or join me during office hours the second Friday of each month, 9-10 Pacific, 11-12, Central, 12-1 Eastern.

In community, *Yvette*

From the Editors

Written by Dominique Thomas, Morehouse College and Allana Zuckerman

Dominique Thomas, Editor

Allana Zuckerman, Associate Editor

Hello everyone! We are excited to bring you the Fall 2022 issue of The Community Psychologist!

The Fall 2022 issue features articles on both new and ongoing work within the field of community psychology. This issue also has some additional updates within the SCRA organization as well. Below is a preview of what to expect in the current issue.

- **President's Column:** Yvette Flores shares her presidential address at this year's APA Convention in Minneapolis, Minnesota.
- **Community Practitioner** provides updates on the Global Journal of Community Psychology Practice (GJCPP).
- **Council for Cultural, Ethnic, and Racial Affairs** discusses what anti-racism looks like in practice, specifically in the healthcare sector.
- **Early Career Interest Group** explores participatory action research, youth-led participatory action research, and Photovoice
- **Education Connection** announces the launch of the Knowledge Hub and highlights an online resource for youth-led participatory action research (YPAR).
- **From Our Members** features a study-abroad research internship for undergraduate students
- **International Committee** highlights the Ninth International Conference on Community Psychology which took place September 21-24.
- **Regional Updates** includes updates from the West region.
- **Research Council** announces the new 2022-24 cohort of SCRA Research Scholars
- **SCRA News:** Call for Proposals, 2023 SCRA Biennial Conference, Morehouse College, Atlanta, Georgia.

Book Review Submissions

We are soliciting submissions for book reviews! If anyone is interested in having their book being reviewed and wants a review published, please reach out to us at TCP@scra27.org and let us know so we can talk about it. If you have a potential reviewer in mind, please send their name and contact information along with the book to be reviewed. Please include the title Book Review Submission in the subject line of the email.

We hope you enjoy this issue!

Dominique and Allana
TCP Editor and TCP Associate Editor

Community Practitioner

Edited by Olya Glantsman, DePaul University

Updates from The Global Journal of Community Psychology Practice

Written by Nicole Freund, Center for Applied Research and Evaluation at Wichita State University's Community Engagement Institute

In 2010, a group of intrepid community psychology practitioners and practice supporters collaborated to create an outlet for practice related scholarship and experience that did not exist at the time. This outlet was and is the Global Journal of Community Psychology Practice (GJCPP), and it broke traditional publishing norms almost more than it conformed to them. Yes, there were peer reviewed articles; yes, there was an editorial team that ran the publication. However, one of the primary goals of the Journal, in addition to being an outlet for work that tended to be rejected in other venues for a lack of so-called "rigor," was for the work and valuable insights published to be accessible to anyone, especially those without access to academic libraries. As such, the GJCPP was at the forefront of the open access movement, and made sure that anyone anywhere could access the content just by visiting gjcpp.org; the infrastructure was also built so that those who accessed the web in a language other than English could read the articles in their language. Over the last 12 years, the GJCPP has published in multiple languages, shared content other than peer reviewed articles like videos and radio programs, and evolved to emphasize the need to decolonize research and practice as well as to be a platform for essential anti-racist work.

In 2021, the Journal cultivated 1,873 followers of Facebook, and increased subscriptions by 7%. It drew approximately 74,300 page views and over 44,700 users globally. Between January 2021 and October 2022, the Global Journal has published six issues to promote Community psychology practice and address social justice. Two of these were special issues dedicated to anti-racist practice.

- *Issue 1* examined how strongly culture and values influence everyday lives. This issue looked at culture from a number of ecological levels and provided some interesting ideas about the impact of culture and the negative effects when culture and values do not coincide. (Press date 1/21/2021)
- *Issue 2:* Special Issue: Anti-Racist Praxis, Part 1 was devoted to advancing anti-racism in CP practice as eloquently stated by the guest editors: "The jaws of colonial power – as well as colonialism and coloniality that manifest as anti-Black racism, nativism, and intersecting forms of oppression implicated in racialized violence – must be disrupted and dismantled!" (Press date 6/1/2021)
- *Issue 3:* Special Issue: Anti-Racist Praxis, Part 2. The guest editors curated this issue with "articles [that] represent a call for a participatory, action oriented and decolonial liberatory standpoint rather than a bystander or deficit approach." (Press date 10/20/2021)
- *Issue 4:* This issue is an eclectic mix of research, trends, and approaches to practice that remind readers that CP practice is not just one practice, but many, and they are connected through the values we choose to prioritize. (Press date 12/20/21)
- *Issue 5:* Special Issue: Decolonizing CP Practice. The issue creates space to radicalize approaches to psychology and embody decoloniality, challenging community psychologists to understand that what we are doing is not working. (Press date 5/26/22)
- *Issue 6:* Special Issue: Transnational Dialogues in Community Psychology: Fostering solidarities at the intersections of class, gender, race, and territory. (Press date 8/22/22)

At the end of 2022, the Journal will publish another special issue about redefining community psychology practice and a "regular" issue with more innovative, important practice work. Community psychology practice lives in a world of social justice and the GJCPP has been proud to offer a platform for the voices of those who are living, breathing, and laboring to make the world the hopeful place it could be. The Journal has seen four editors as it has grown and transformed into the entity it is today. The most recent editorial transition has been from Nicole Freund, at Wichita State University's Community Engagement Institute, to Olya Glantsman of DePaul University.

The evolution of operations is a current priority so the efficiency of what is a 100% volunteer operation can be optimized to provide a better experience for authors, reviewers, and editorial contributors. The priorities will always remain: lifting the voices of practitioners and serving as a free resource for those who do not have the opportunity to access academic research repositories. Of course, the Journal would not exist or be able to provide the platform for social justice action without the financial support of SCRA, and we are incredibly grateful for that support. Additionally, we could not operate without the tireless support of our volunteer reviewers, who offer their time and expertise to make all our products better. If you are interested in becoming a reviewer, please fill out the GJCPP Reviewer Volunteer Form [Embed link: https://docs.google.com/forms/d/e/1FAIpQLSe6VYhmhxYa5wutvpZEubys0kKkYEhIHG-qL7Jz-10hJF8j7w/viewform?usp=sf_link]

As always, please feel free to reach out with questions or ideas: editor@gjcpp.org

Council for Cultural, Ethnic, and Racial Affairs

Edited by Geraldine (Geri) Palmer, Adler University, Community Wellness Institute

Beyond Diversity Statements: Necessary Considerations for Designing Health Equity Approaches

Written by Sindhia Colburn, Nationwide Children's Hospital, sswami@bgsu.edu

What does "anti-racism" look like in practice? As institutional efforts to proclaim a stance on racism have grown more and more widespread across the healthcare sector, I have wrestled with this question across multiple spheres of practice. While Black families in the US continue to be disproportionately affected by adverse childhood experiences (ACEs), heart disease, mental health and substance use problems, pregnancy-related deaths, and increasing gun and other violence exposure (Centers for Disease Control and Prevention; Martin et al., 2022; Sheats et al., 2018), we simply cannot afford to continue prioritizing diversity statements and theoretical debates on colonization while postponing the ACTION that we desperately need to rectify ongoing harms and to secure the safety and health of our future generations. Racialized disparities exist, and we need solutions to eliminate them. Full stop.

To this end, CERA (the Council on Cultural, Ethnic, and Racial Affairs) is launching the Action for Racial Justice and Equity Fund (ARJEF) to support *action* through intervention and policy

advancement that directly addresses health disparities at any of the sociocultural sectors where they exist, including but not limited to: housing, employment, education, criminal justice, career advancement, economic stability, community resource allocation, and access to care. The goal of the ARJEF is to support action projects that are co-created or led by, and center the experiences of Black, Indigenous, and People of Color (BIPOC). If you or your organization is engaged in action for racial equity, be on the lookout for more information about applying for the ARJEF through the SCRA listserv, and consider submitting a proposal.

To build on this opportunity, I want to highlight some critical considerations for designing anti-racist care within the healthcare sector in particular, whether through practice or advocacy:

1. ***Anti-racist care is early intervention.*** Profound racialized disparities in health and development emerge in young children before they even make it to kindergarten, and these disparities become more pronounced as they move further along in school (Halle et al., 2009; The Annie E. Casey Foundation, 2022). Health equity cannot be achieved until quality care and prevention strategies are accessible during early childhood, *before* children start school.
2. ***Anti-racist care is affordable.*** Racial and ethnic background are significant predictors of a family's access to health insurance and likelihood of residing in areas of concentrated poverty, where fewer employment and education opportunities are available to support families' economic stability (The Annie E. Casey Foundation, 2022). Race-related discrimination in hiring, retaining, and compensating employees further contributes to wealth disparities, making rising healthcare costs especially prohibitive for BIPOC families. Thus, even a high-quality and culturally responsive program cannot constitute as anti-racist care until it guarantees equitable access for low-income, uninsured, and under-insured families.
3. ***Anti-racist care is integrated.*** Despite a higher prevalence of mental health problems, BIPOC families are less likely to utilize behavioral health services (Merikangas et al., 2011). To remove barriers to accessing care, behavioral health services should be integrated into systems and contexts relevant to the well-being of BIPOC families, including primary care, schools, workplace, and religious and cultural institutions. Integrated services also facilitate interdisciplinary approaches to addressing health problems, which has the potential to produce better and more sustainable outcomes for families.
4. ***Anti-racist care is trauma-informed.*** Not only is the social construction of race associated with the likelihood of exposure to ACEs, violence, and other traumatic events, but racism itself is a traumatic stressor that has a profound impact on physiological and mental health (Berger & Sarnyai, 2015; Brody et al., 2014). Exposure to trauma is associated with chronic illness even in the absence of persistent mental health effects (Mock & Arai, 2010; Norman et al., 2006). As such, trauma-informed training and practices should not be confined to the realm of mental health, but instead need to be integrated into the design of any health-related program to ensure equitable access and effectiveness.
5. ***Anti-racist care is strengths-based.*** In contrast with the pathology-centered medical model, strengths-based approaches consider the whole person. Such approaches seek to learn and capitalize on what is working and functioning well, and what resources are available to the person that can help them move toward health and wellness. Utilizing strengths-based approaches requires reconceptualizing health to center the personhood and humanity of every person—seeing their faces, their uniqueness, and their strengths, rather than only their diseases or problems. It allows

professionals in health care to gain a fuller appreciation of people who need care, and their families and communities, by situating their concerns in context, championing their "stories," and following their lead in all aspects of their journeys. It requires a new orientation (Gottlieb & Gottlieb, 2012).

Whether or not you are directly involved in the healthcare sector, there are ways you can advocate for equitable access to behavioral healthcare for all families. Visit https://www.votervoice.net/APAAdvocacy/BlogPosts/3538 to find out how you can join efforts to reduce structural barriers to quality, integrated, and affordable behavioral healthcare. For more information about the health impact of racial trauma, as well as self-care tools and resources, visit https://www.mhanational.org/racial-trauma. To join CERA in its ongoing mission to support BIPOC communities, please contact sswami@bgsu.edu or sign up for the CERA listserv.

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PAR and Photovoice: Using a Decolonized Lens Working with Communities

Written by Rebekah Stafford, University of New Haven Alumna & Jordan Tackett Russell, National Louis University

As early career community psychology researchers, the authors of this article are increasingly aware of whose voices are (and are not) represented in both our own and existing research and practice. Because community voices and ways of knowing are often excluded from traditional research practice, the authors seek to highlight the use of methodologies that researchers and community psychology practitioners can employ to enhance equity and assist in decolonizing our practices. Specifically, this article explores the participatory approaches and tools reflected in participatory action research (PAR), youth-led participatory action research, and Photovoice.

A Decolonizing Lens

Why are we specifically highlighting this research framework? Given the ubiquitous polarizing gap that has been dividing and driving U.S. political affairs, we have an opportunity to use participatory approaches and listen to those most impacted by such life-altering events, like the latest overturn of Roe v. Wade and the string of anti-LGBTQ+ legislation introduced across several states in the U.S. As community psychologists, we remind ourselves of the voices missing from these decisions. Change starts with dialogue, and we sit at tables with vacant seats. So, what are the ways in which we plan to start this change? Let's listen to each other.

Whether early in our careers or established in our fields, it is important that we continue to understand and implement community-based approaches that center lived experiences, promote dialogue, and advance equity and empowerment. It is imperative that we dissolve the hierarchical regime of research, provide opportunities for people to understand how research is conducted, why it is conducted, and how it can be used to change individuals, communities, social groups, and governmental policies, and encourage the evolution of maladaptive cultural norms. PAR approaches can assist in this process by addressing social challenges and inequities through community liberation and action.

Moreover, PAR can be used to restructure and decolonize communities (Lenette, 2022) by fostering a more holistic approach to community enrichment. For example, Kessi (2018) utilized a narrative approach to learning about Black women and LGBTQ+ students' experiences at a university in South Africa as they advocated and called for a free, decolonized education. These narratives exposed power imbalances within the school system as student struggles encompass "violence of institutional spaces, the policing of their bodies and the silencing of alternative ways of knowing and doing" (Kessi, 2018, p. 114). By reinforcing equitable spaces and encouraging LGBTQ+ women to speak their truths, Kessie exemplified the value of PAR. So, what is PAR?

Background on PAR

PAR is a research framework that emerged from the belief that those most impacted by the research should be leading each element of the research process, like generating and framing the research questions; developing the design; establishing the methodology; analyzing their findings; and choosing how and if they want to disseminate that information to their community (Torre et al., 2012; Lennette, 2022). In centering the knowledge held by community members and engaging them as co-researchers, PAR is an approach to knowledge production rooted in valuing multiple epistemological foundations, including traditional scholarship, indigenous knowledge, and other historically excluded or de-legitimized ways of knowing. While some researchers refer to participants of PAR as co-researchers and the researchers as "academic researchers," we recognize that non-academics and community practitioners conduct research and should be

recognized accordingly. As PAR strives for a decolonized approach to information gathering, it also seeks to dissolve the power imbalance traditionally enacted in research studies where there is a knowledge hierarchy (Lenette, 2022). This knowledge hierarchy can be seen as, "I am the researcher, you are the participants." The information is given to me (the researcher) by you (the participant), is interpreted in the way I see fit, and then discussed among my peers where it stays locked up in a "file," published in an article only accessible to those who know about it or is found insignificant and perishes. While there may be other reasons why this information does not reach a more inclusive audience, there is still a disconnect between the information gathered and the people it is intended to help. The PAR framework can help bridge this gap.

Youth Participatory Methods and Engagement

Through participatory research frameworks such as PAR, we engage in research that highlights the expertise of communities and builds their capacity to be co-researchers through the exploratory process of data collection, analysis, dissemination, and application. A growing leg of PAR encouraging this research empowerment and capacity building is focused on youth and is often known as youth or youth-led participatory action research (YPAR). YPAR upholds the values of PAR while specifically focusing on the expertise that young people hold (as opposed to only adults) to generate knowledge focused on improving their lives, communities, and the institutions that serve them (Rodríguez & Brown, 2009). Existing literature on YPAR (Anyon et al., 2018) has often qualitatively demonstrated positive outcomes related to several categories:

1. Civic engagement, leadership/agency, and self-efficacy
2. Academic/career, public speaking, study skills, goal setting
3. Social connectedness and community support
4. Critical consciousness

YPAR has many different shapes and applications, but the most prominent can be found in establishing equitable spaces for youth researchers and co-researchers to create solutions (Haskie-Mendoza et al., 2018); youth researchers collecting data using surveys (Ozer, 2017), and the Photovoice method (Vaccarino-Ruiz et al., 2021) to identify their needs. Photovoice has been an integral data collection and analysis tool that includes previously excluded voices.

Photovoice

A common tool used within YPAR and other participatory research studies is Photovoice. This versatile method attempts to dissolve the hierarchical relationship between research participants and researchers (Kindon, 2007) by emulating the community's expertise on the issue at hand and leveling the information designing and gathering process. After conducting a quick online library search of Photovoice applications, this tool can be found highlighting social justice, igniting environmental change, evaluating diverse types of human-centered health programs, studying mental health illnesses, and structuring interviews. One can find many uses and applications of the methodology that cross multiple fields of study, as it can be easily applied in universal ways.

Photovoice is a fluid methodology, yet it sustains a structure that makes it a viable resource to connect with the community and retain pertinent information needed to make a change. Kindon, Pain, and Kesby (2007) wrote a book about PAR methods and applications describing how Photovoice as a tool is used in research. Utilizing this method starts with determining who are the communities involved. Once the communities have been identified, the separate social groups, together, discuss the particular needs of that community and the goals they are seeking to achieve. Photographs, or pieces of art, are then created by the community through the "lens" of pre-established themes (or a prompt) where they can be shared with others to discuss the meaning and impact. Most of the time, the photos are paired with answers to these five reflective questions known as the SHOwED method (Kindon, 2007):

- What do you see in the photo?
- What is really happening in the photo?
- How does it relate to our lives?
- Why does this condition exist?

- What can be done about it?

One author of this article has experience using the Photovoice method with YPAR groups. This experience is described below.

Back in 2017, our YPAR research was focused on exploring the perceived benefits of community gardening with elementary school students. As a way to conduct focus group interviews, students were asked to take pictures of what the garden meant to them. The students flooded researchers with pictures of the plants that they grew over the study period; as well as pictures of hands working in the garden. But this picture, seen below, stood out as the student shared that nature was the other half of the heart created by their hand. Conversations with students disclosed their love for nature which led to students reporting perceptions about helping the earth by recycling, riding their bikes more than driving, and being more involved in food preparation and shopping with their family members.

The garden was not the only part of the study, as we did have a team teach weekly lessons about food nutrition. In the end, students reported feeling a sense of community with their peers, teachers, research team, and family. Was it because of the garden? Was it because students had the space to talk about such topics? Was it the environment of the school, the culture of the classroom? Further study is needed. If there is one thing we did learn, it was that Photovoice created an opportunity for the students to express themselves and have "fruitful" conversations with different groups of people in their lives.

Furthering Community Conversation

Several aspects of PAR can be utilized to support engagement, organizing, and conversations around community issues. The first few poignant ways are recognized in the name; facilitating empowering actions and participation from community members (participatory); acting on social justice practices to encourage equitable distribution of resources like newfound knowledge (action); and using empirical grounding to strengthen the validity and uphold the scientific rigor of the research process (research) (Kloos et al, 2021). Additionally, PAR's roots formally respect human diversity through its applicability to tailor to the communities addressed (Lenette, 2022). These are just a few of the ways the framework embodies the core values of community psychology practice, but just like any other method it requires critical reflection and iterations.

Challenges with Participatory Methods

It may be easy to get lost in an idealistic picture of participatory research, so it is important to highlight that engaging in these methods, whether as a researcher or community practitioner, does not come without its challenges. For example, while participatory methods intend to challenge hierarchical power dynamics enacted through traditional research practices, tensions can, and often do, arise between academic researchers and community researchers when it comes to power-sharing and decision-making (Call-Cummings et al., 2019; Grant et al., 2008). For researchers and practitioners engaging in YPAR, these tensions can also come from the desire to prioritize youth voice while at the same time providing the guidance youth may need to complete project goals (Winn & Winn, 2016). Challenges such as these underscore the importance of researchers and practitioners grounding any PAR or YPAR project in the values of the approach (Littman et al., 2021) and reflecting on their experiences and challenges.

In addition to these relational and power-sharing challenges, logistical concerns in

participatory research also arise. For instance, when utilizing Photovoice, all co-researchers must be given access to cameras and introductions to the process of photography and digital storytelling. In the garden project described above, the author also encountered challenges and potential limitations due to the environment (the school) in which students were able to take photographs. The author notes that this limitation may have restricted their options for thoughtful expression and response to the research questions.

In order for PAR to be a more dynamic, holistic community psychology framework, we also need to address its narrow focus on single-level perspectives. Does the name Urie Bronfenbrenner (1979) and his ecological model analyzing the different levels (e.g., family, school, political climate, culture, etc.) that impact individual communities sound familiar? This model became one of the key pillars of community psychology, yet how often is it studied within PAR methodologies? Lenette (2022) would agree that in order to truly capture the diversity within a community, conduct scientific inquiries, and work with the community to create an applicable solution, we need to incorporate a multilevel perspective to the PAR practice.

While PAR and other participatory research methods do not come without inherent challenges, these challenges should not keep us from continuing to engage in more inclusive practices, decreasing the hierarchical regimes and coloniality embedded within our research and practice. We must seek ways to engage those who are most impacted by research, not just as participants, but as our co-researchers. It is in the act of utilizing participatory approaches and tools that we as psychology researchers and practitioners are able to use our positions to promote community conversations and empower community members to become researchers and change agents. Let's fill the vacant seats at the table of collective dialogue.

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Education Connection

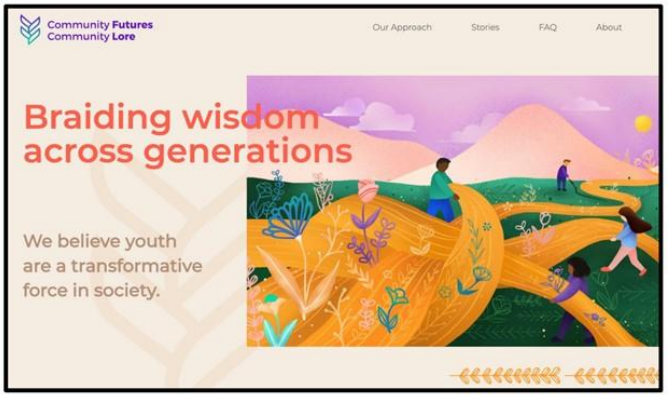
Edited by Mason G. Haber, Lamplighter Evaluation and Consulting, LLC, and William James College

Educational Materials and Knowledge Sharing Initiative

Written by Julia Dancis, University of Washington, Tacoma

The Knowledge Hub is here! Thank you to everyone who has contributed their educational resources (e.g., syllabi, readings, activities, videos, slides) to share with the SCRA community. Shared educational resources can be found here.

Resource Highlight. For this issue of TCP, we'd like to highlight an online resource to support youth-led participatory action research (YPAR), which can be accessed here.



Community Futures, Community Lore is a free online resource to support youth participatory action research (YPAR). Faculty-members, staff and students associated with the UC Davis Center for Regional Change and School of Education developed this website and toolkit, with input from community advisors. The materials are based on three decades of work by the Intercultural Oral History Project, Community LORE, Youth In Focus, and the UC Davis Center for Regional Change Putting Youth on the Map program.

For questions about this resource, please contact Brandon Louie at: bplouie@ucdavis.edu or the website PI, Dr. Nancy Erbstein at: nerbstein@ucdavis.edu.

Contribute to the SCRA Knowledge Hub! Do you have educational resources to share with the community? Use this Google Form to upload your resource: https://forms.gle/d7nC1vpcPjrm835g6.

Knowledge Share Events. We are launching a series of knowledge share events in the fall called, *Knowledge Hub Brown Bags: Education Practice in the Spirit of Community Psychology*. In this monthly virtual event, community-oriented educators and facilitators will share educational resources with the SCRA community. For more information on event topics, see https://www.scra27.org/what-we-do/education/.

For questions regarding this article or the Knowledge Hub, please contact Julia Dancis @ jdancis@pdx.edu

From Our Members

Edited by Dominique Thomas, Morehouse College

Studying Abroad with Alianza Bienestar Comunitario (Alliance for Community Wellness): A Year-long Cross-cultural Collaborative Research Internship

Written by Maria Felix-Ortiz, Arianna Villarreal, Julianie Gonzalez Delerme, and Armando Villarreal, III

Teaching research methods used in psychology is fraught with challenges. Most courses are limited to one term and not integrated with teaching statistics. Also, few courses focus on one problem relevant to the students for the entire course, and tend to be divorced from important lessons about cross-cultural research or research involving US American cultural groups. We addressed these limitations by building a research experience around collaboration with students in Mexico, and enhanced the experience with short study-abroad and service components. Alianza Bienestar Comunitario was a collaborative year-long undergraduate research internship that included two short study-abroad components. Program objectives included developing skills in a second language and research skills, professional development, technologies used for research, social norms marketing using social media, backtranslation, and research ethics. Students analyzed US drug use data collected by the program director and a student participant, and used this to inform a social norms marketing campaign conducted at the end of the year using social media and a website. The team included students who traveled, students who participated only in the virtual meetings, and one faculty mentor from each of four partner institutions. Partner institutions included universities in San Antonio, a public and private university in Mexico, and the Instituto Nacional de Psiquiatría Ramón de la Fuente Muñiz, Mexico's premier research and treatment hospital.

Structure and Funding

U.S. and Mexican student participants met virtually each week for 90 minutes of class for a year to understand the various patterns of drug use, learning about cultural differences and similarities between the U.S. and Mexico. After conducting data analyses with US data and reviewing the literature, Mexican students spent their spring break week in the U.S. and gave research presentations as part of a department colloquium. The year culminated in a second three-week visit to Mexico City where US students met and lived with their Mexican classmates at the institute of psychiatry where they conducted a health promotion campaign via social media. Students learned from the psychologists at the institute about the epidemic of drugs in both the U.S. and Mexico. Students reviewed the psychologist's research, and discussed the results as these might influence their social media campaign. Armando noted, "It was a unique experience to have an entire study explained in person by a contributor to the research" and was impressed that institute investigators were developing prevention programs based on their epidemiological studies. Finally, the program also included a substantial service component where student participants visited local community

organizations to volunteer and serve alongside organization staff.

Funding this type of experience is challenging but not impossible. Combining study-abroad with a research experience and service component allowed students to access more varied sources of funding. We relied on funding through 100K Strong in the Americas Innovation Fund which funds study-abroad in Latin America. This was a great source of funding because it funded the Latin American nationals' travel as well as the US American students' travel. Additional funding was obtained for the students through sources that provided research support (e.g., the psychology department budget and our Office of Research and Graduate Studies; Psi Chi scholarships are another possible source of support). Cost-sharing was an important way of demonstrating commitment to the program goals, and the university donated tuition for two research courses and student fees to the six Mexican student participants. This was also important because it allowed them access to the digital resources and technologies through the sponsoring U.S. university. We also partnered with the Lewis Center of the Americas and they provided travel funding for one of the student participants who was an alumni and no longer eligible for student funding.

Program Highlights

In April, we had our first study-abroad experience and our students from Mexico traveled to our San Antonio campus for a week visit. During this week of their spring break, they continued working on analyzing survey responses and developing a talk that they later presented in English, their nondominant language, as part of their participation in the UIW Psychology Department Colloquium. The colloquium also included a keynote speaker who offered students feedback and we livestreamed via Zoom for students in Mexico. Students who were not able to travel could also present virtually. Apart from continuing their research and attending classes, the students were able to explore San Antonio as well as tour and volunteer at local service organizations that featured mental health service models different from those in Mexico. These included supported housing for mothers in recovery and their children, and volunteering at the local clubhouse.

At year's end, students worked Monday through Thursday at the institute for three weeks. Friday through Sunday was free for cultural excursions and to explore the city, with weekends reserved for cultural excursions. They worked together in multiple groups on various tasks but all centered on understanding US and Mexico patterns of drug use to inform the health promotion effort such as discussing journal articles (in both languages), creating bilingual content for the social media health promotion campaign, and attending presentations given by INP investigators and other local investigators. Since young adults were offered free registration for NAMI's annual conference, the students attended an online presentation to discuss other peer health promotion efforts. Students toured the neuroscience facilities at the institute and visit with some primate researchers, and their primate subjects. Apart from 3-4 cultural excursions each week, students volunteered at a private nursing home playing *loteria* (Mexican bingo) and dominos, bringing them lunch, and hearing about their lives. They also visited two juvenile drug rehabilitation facilities and learned how their systems worked. They engaged with patients, taking part in their daily activities. Students also participated in Mexico City's Pride Parade. The program allowed them to support different marginalized groups and learn about systemic issues in treatment.

Lessons Learned and Outcomes

There were many lessons learned. We found it difficult to sustain student engagement among the additional students who were solely virtual participants because they were not getting any academic credit for their participation. Although we planned to collect data in Mexico, obtaining "CEI" (their IRB) approval in Mexico was impossible to do in such a short time. Use of technology was another problem. Zoom visual requires a large amount of bandwidth and the Mexican students' connections would drop if they used their video, but we learned how to videorecord in advance. Finding lodging that would allow for student interaction and tracking the meal budget was challenging. We

hadn't budgeted for any economic inflation. COVID presented crazy challenges between obtaining WHO-approved vaccines and getting tested before travel. Another COVID complication was that visa appointments took months to obtain, and few tourist visas were being issued so we requested business visas for the Mexican students to attend a "conference." Finally, trying to work in both pesos and dollars made budgeting tricky, and obtaining memoranda of understanding to agree on scope of work and fiscal responsibilities took months.

Apart from formal objectives and outcomes, students described additional benefits in their program reflection essays: A deepened understanding of one's own and another culture, new friendships, breaking stigmas around drug use and people with addictions, strengthening academics and expanding knowledge beyond one's own country, and time management and teamwork. Mario noted that "presenting in another country and in another language is something that without a doubt I will remember for the rest of my life." When Leo began the course, "the truth is that I did not know if I was at the level of my colleagues, as I could see [their] enormous capacity." However, "as the sessions went by, I felt more confident, and it even gave me skills that are very important for any psychologist, such as the use of the SPSS program." Ana Carla observed that the visit to the women's program "helped me to be able to see a way of working, which at least I had not had the experience of seeing here in Mexico and I consider it to be an incredible way of helping people." Students noted the transformational nature of this experience. Vale put it succinctly, "I grew up, I got to know new places, new people, I got to learn from them, … I challenged myself, I practiced my second language, I just changed."

The research course required two years to plan and execute, but it established a unique vehicle for cross-cultural health promotion and networking, research training, and professional development. Students obtained jobs through their new faculty connections, and internships at the national institute of psychiatry. Other students remained working on the social media campaign. One faculty mentor was recruited as a speaker for next year's psychology colloquium. Though exhausting to plan and implement, this research course left enduring memories and relationships, served others, and expanded students' knowledge and skills.

International Committee

Edited by Douglas Perkins, Vanderbilt University and Olga Oliveira Cunha, NOVA University

Ninth International Conference on Community Psychology: Naples (or Online) September 21-24, 2022

Written by Douglas D. Perkins, Vanderbilt University, Nashville, TN, USA

Most readers of this column already know that the Ninth International Conference on Community Psychology in Naples, Italy (and also globally for live participants online), will be happening this September 21-24—i.e., right around the time this issue is published and distributed. So I hope as many of you as possible have already made plans to attend, in-person or virtually, what promises to be a fascinating and wide-ranging set of workshops, keynotes, presentations, discussions, and social events. See the program at the conference website: https://9iccpnaples.com/, including whether each session is virtual, in-person-only or hybrid (and if not too late when you read this, email iccp2022@gmail.com for online registration information).

To highlight just some of the program, the conference begins with many participatory workshop topics, including hybrid ones on "What can community psychologists do to promote just transformations in the face of climate change?" chaired by Donata Francescato and Maria Fernandes-Jesus; "Bridging community psychologies, transnational decolonial discourses and critical liberatory praxes" with Jesica Fernández, Chris Sonn, and Monica Madyaningrum; "Decoloniality, liberation & relational healing: a ciranda activity of human rights" chaired by James Ferreira Moura; "Tribu

creativa: el uso del stroytelling como puente entre individuo y comunidad" chaired by Keila Arismendi; "Exploring archetypal emergence and nature connectivity using digital generative art" chaired by Theresa Clearman; "Community psychology and migrant justice" with Brad Olson, Moshood Olanrewaju, Francesca Esposito, and Dora Rebelo; "The contribution of service learning to the theory and practice of community psychology" chaired by Cinzia Albanesi; and "Dismantling whiteness in the community: Designing and delivering community partnerships to tackle mental health" with Hannah Ward.

In-person workshops include "Community resilience in times of global crises" chaired by Wolfgang Stark with Bill Berkowitz, Caterina Arcidiacono, Brad Olson, and others; "An Equity Perspective on Community-Engaged Research with Black and Brown Families in the U.S." chaired by Emilie Phillips Smith; "Interactive urban furniture for sparking smiles between strangers" chaired by Fortuna Procentese; "Structured Peer Group Supervision for community working" chaired by Anna Zoli; "Tejiendo rebozos de muchos saberes y haceres (weaving shawls of many knowledges and praxes): Toward pluriversal community psychologies outside the capitalist hydra" chaired by Jesica Fernandez; and "Community resilience building: engage communities and suggest policies" chaired by Moira Chiodini.

There will be a special interactive keynote session focusing on Psychologists and Peace, featuring Serdar Değirmencioğlu, moderated by Brad Olson, with video contribution by Gert Sommer and discussant journalist Raffaella Chiodo and simultaneous English, Italian, and Spanish translation. Another keynote address will be on "Complexity, environmental needs and effects of technology in the present world" by philosopher, psychoanalyst, and epistemologist Miguel Benasayag, who was born in Argentina, where he studied medicine and participated in the Guevarist guerrilla movement.

Thursday hybrid symposia include "Migration and community: the role of individual resources and collective dimensions" with Andrew Camilleri, Laura Migliorini, Paola Cardinali, Vittoria Romoli, Joe Ferrari, Serena Verbena, Terri Mannarini and others; "Community re-generation in violent times" with Gina Langhout, Katja Kolcio, Gina Ulysse, and Ronelle Carolissen; "COVID, peers and transformational education: community psychology promotes innovations in mental health" with Chris Keys, Martina Mihelicova, Annie Wegrzyn, José Ornelas, Luis Sá-Fernandes, Bret Kloos and Bruna Zani; and "Multi-Agent Institutional, Political and Media Discourse on (Im)Migrants: Social Representations from the two sides of the Atlantic and of the Mediterranean" chaired by Annamaria Silvana de Rosa.

Virtual sessions on Thursday include "Género y políticas de genero" with presentations from Mexico, Brazil and Chile; "Participación y acción colectiva: comunicación y espacios públicos" featuring speakers from Chile, Uruguay, and Brazil; "Community psychology perspective for gender issues" with presentations from Australia, Chile, South Africa, Japan, and Italy; and "Inclusión social y políticas de salud" with presenters from Peru, Brazil, Mexico and Colombia.

In-person-only sessions Thursday include "Participatory processes promoting social inclusion: the Citizen Science approach of the EU-project YouCount" chaired by Fortuna Procentese; "Community Psychology Intervention" with presentations on social exchange and space regeneration by community stakeholders in South Africa, community engagement in urban transformations and promoting commitment to collective action by researchers from Milan, and using photovoice with Black women; "Acción colectiva y participación social" with researchers from Chile and Colombia; "Effects of the COVID-19 pandemic on individuals, families, and communities: Lessons from regional and cross-national research" with presentations by Mona Amer, Christian Connell, Anne Brodsky and others; "Ubiquitous social ecosystems: the contribution of social technologies to modern social experiences and interactions" with Flora Gatti and Fortuna Procentese; "Gender-based violence" with presentations by researchers from all over Italy, South Africa, and Spain; "Youth in educational contexts" with presenters from the U.S., Greece,

Italy, Brazil, and Peru; “New challenges for community psychology” with researchers from Canada, Greece, Italy, Australia, and the international team of Salvatore Di Martino, Isaac Prilleltensky, Ottar Ness and Michael Scarpa; and “Online teen dating violence: prevention and intervention” by researchers from Naples.

On Friday, hybrid symposia include “Participatory approaches to work with indigenous populations in America (Abya Yala)” with researchers from Peru, Brazil, Chile, and U.S.; “Service-Learning and the Future of Higher Education Institutions” with participants from all over Italy and Lisbon, Portugal; “Comparing academic, professional, and nonprofessional perspectives: A global community knowledge validation study” with Doug Perkins, Mary Wojcicki, Reha Ozgurer, and discussants Susan Wolfe and Fortuna Procentese; “Líderes, investigadores y activistas comunitarios Mayas de la Selva Lacandona de Chiapas y Mazatecos de la Sierra de Oaxaca, México levantan la voz por la justicia epistémica, cultural y ecológica”; “Violence against educators: a global crisis” with presenters from the U.S., Israel, Italy and South Africa; and “Community-led organizations as drivers for local and global justice: international case studies” with scholars from Spain, Italy, Colombia, and U.S.

Virtual-only sessions Friday include “The role of community in the COVID-19 pandemic” with researchers from U.S., Hungary, South Africa, Israel, and Botswana; “Bridging communities and local services” with participants from South Africa, U.K., Chile, Greece, and Italy; “The role of community psychology in health promotion” with researchers from Brazil, South Africa, U.S., Chile, Hungary, Mexico, Japan, and Canada; and on “Socio-political issues for community psychology” with researchers from Canada, U.S., South Africa, Italy and Israel; and “Sharing interventions of community psychology” with presenters from Spain, Australia, Canada, Argentina, and U.S.

There are in-person-only sessions on “Intervenciones de psicología de comunidad: espacios públicos y políticas sociale” with presenters from Uruguay, Chile, Spain, and Italy; “Participation and agency despite oppression: A discussion of strengths in migratory populations in Italy, Ireland, and the United States”; “Promoting Social Justice Engagement between powers and privileges” with scholars from Italy, U.K., and Portugal; “Re-envisioning policy and practice for children living without parental care in Egypt”; “Aculturación, agencia y justicia social: Hacia una mirada interseccional desde enfoques epistemológicos, metodológicos y empíricos en migraciones” with scholars from Spain, Chile, and Argentina; “Cultural issues in creating social change for community well-being” with presenters from the American University in Cairo; “Procesos migratorios e inclusión social” in Brazil, Spain, and Chile; and “Addressing the challenge of meeting professional development needs in Egypt.”

On Saturday, the final day, hybrid symposia include “Publishing in community psychology” with editors of most of the major journals; “La Psicología Comunitaria en América Latina: temas crónicos y agenda pendiente para promover la transformación social” with Peruvian and Mexican scholars; “Knowledge Mobilization as a mechanism for community building, resistance, and a reimagining of scholarly modalities” with Natalie Kivell, Chris Sonn, Tiffeny Jimenez and colleagues; “Regeneración comunitaria: encuentros colaborativos y solidarios de formación en América Latina” with participants from Colombia, Yucatán-México, Peru and Chile; “Discussions, tensions and approaches in Community Psychology from Latin America” with presenters from Uruguay, Argentina, Chile, Brazil, Mexico and Colombia; and “Community Psychology contributions to address Gender-based Violence in Europe: From Research to Transformative Action” with Maria Vargas Moniz, Francesca Esposito, José Ornelas and colleagues.

The last virtual-only sessions include “Socio-political issue for community psychology” with presenters from Israel, Hong Kong, U.S., Portugal, New Zealand/Aotearoa, Italy, and Puerto Rico; and “Models and theories of community psychology” with presentations on community resilience and community engagement in South Africa, a French Sense of Community Index, community arts, community psychology in Indonesia, and a

Spanish-Italian collaboration on a community culturally-adapted concept of wellbeing.

Final in-person sessions include "Género y políticas de genero" with presentations from Chile, Brazil, and Uruguay; "Participation and collective action" with presentations from Italy, South Africa, and Egypt; "The role of the community in COVID-19 pandemic"; "Strategies to promote resilience during crisis" with a team from Egypt; "Environmental justice, climate change and community psychology: Time for action" with Serdar Değirmencioğlu, Maria Fernandes-Jesus, Nikolay Mihaylov, and Garret Barnwell; "The role of community psychology in health promotion" (two sessions with researchers from Italy, Canada, U.K., Australia, Greece, South Africa, France, and Chile); "Migration processes" with presenters from Italy, Germany, and U.S.; "Social inclusion" with speakers from Italy, Australia, and South Africa; competing sessions on "Socio-political issues for community psychology" with scholars from Chile, South Africa, Egypt, Canada, U.K., Germany, and Italy; and "New challenges for community psychology" with presenters from Italy, Chile, U.S., Germany, U.K. and Canada.

There will also be poster presentations and each day roundtable discussions, including hybrid ones on "Community regeneration across borders with an open education resource" with Judah Viola, Geraldine Palmer, Susan Wolfe, and Amber Kelly; "Becomings and challenges for Community Psychology in Uruguay;" "Who is against equity in public safety policies: Building equity through understanding resistance"; "Critical global education for community psychology: challenges and possibilities within and across the global North and South"; and "Co-Creating Communities: The role of universities for building and empowering communities in local settings"; "A conversation about the process of conducting community-based research under the COVID Pandemic"; and the Closing Session will be hybrid. There is a virtual planetary roundtable hosted by Donata Francescato with discussant Caterina Arcidiacono, and in-person roundtables on "Decolonial possibilities and futures in community psychology: A North-South engagement" with Donata, Garth Stevens, Chris Sonn, and Nicholas Malherbe; and "Fostering resistance to the oppression of immigrants in community settings" with Sara Buckingham, Moshood Olanrewaju, Gina Langhout, Ashmeet Oberoi, Noé Rubén Chávez, Monica Indart, and Brad Olson; "Creative methods in the field of psychology, next stage?" with Spanish, Italian and Greek facilitators; an interactive session on "A Citizen Science approach to foster social inclusion and innovation: the EU-project YouCount"; "Skills, techniques, and values for community consulting: A global View"; and "Estado de la Psicología Comunitaria en Iberoamérica: Algunas experiencias y reflexiones."

Finally, I am particularly looking forward to the nightly Neapolitan social events starting with a Welcome Italian Aperitivo on Wednesday night along the beautiful seafront of the Gulf of Naples. On Thursday, one cannot experience Naples without hearing live vocal music, and so a concert by soprano Olga Peretyatko, accompanied by piano, violin, and cello soloists along with the Orchestra of Teatro di San Carlo. The main social event will be on Friday: a dinner and Creative Improvisation on the theme "Quality of life: environment, sea, earth and wellbeing." On Saturday morning, attendees can enjoy a cultural heritage walk to discover places, traditions, monuments, and communities participating in a collaboration of the Community Psychology Lab of Uni-Federico II and local partners.

I want to thank everyone on the Program Committee and especially the Host Committee-- led by Università di Napoli Profs. Caterina Arcidiacono, Fortuna Procentese, and others-- for organizing such an exciting and rewarding conference experience and for accommodating virtual attendees, which I'm sure must be a challenge, but so important in these changing times with not only pandemics but the cost and carbon footprint of in-person conferences!

Note: *Want to publish an article in TCP on some international community research and/or action project?* We much prefer guest columns to our own! So please send a one or two-paragraph proposal for a future *TCP* International column topic to:

cunhaolgaoliveira@gmail.com and
d.perkins@vanderbilt.edu

Reading Circle

Edited by Dominique Thomas, Morehouse College and Allana Zuckerman

To encourage ongoing dialogue with each other about what we are reading and how those readings are influencing our work, we are starting a reading circle and recommended reading list. Each issue we will share readings that have influenced our work and provide a space for additional submissions. This is a space for people to share what they are reading so we can get an idea of the different knowledge bases people are exposed to and what is influencing their research and practice. This is also a way for us to share information and knowledge across a variety of topics to showcase and enhance richness of thought within the field.

Chapman-Hilliard, C. & Adams-Bass, V. (2016). A conceptual framework for utilizing Black history knowledge as a path to psychological liberation for Black youth. *Journal of Black Psychology, 42*(6), 479-507.

King. M. L. (1963). *Letter from a Birmingham jail.*

Lomotey-Nakon, L. L. (2018). Du Bois's decolonial pragmatism: teaching community psychology toward epistemological liberation. *American Journal of Community Psychology, 62*, 364-373

Somé, M. P. *The healing wisdom of Africa: finding life purpose through nature, ritual, and community.* Jeremy P. Tarcher/Putnam: New York.

Regional Updates

Edited by Dominique Thomas, Morehouse College

Omnigi's OurStory Education Action Research on the West Coast

Edited by Rachel Hershberg, University of Washington Tacoma, Erin Rose Ellison, California State University-Sacramento and Jen Wallin-Ruschman,, College of Idaho.

Written by Vernita Perkins, Omnigi Research

The experience of sharing research from the AML Lab at Omnigi Research during the CRA-Western Region Conference this Spring 2022 was profound. Our research team shared critical scholarship on decolonizing psychological science, the phenotypical component of racialized identity (Perkins, et al., 2022), and examined how narcissism and performativity impact organizational and community leadership. Decolonizing psychological science is an ongoing challenge in all fields of psychology, but particularly useful in community psychology, which is rooted in serving and supporting often disenfranchised and marginalized community groups. Community psychology is one of the fields of psychology that can contribute meaningfully to healing divisiveness through a core practice and pedagogy of listening to community narratives and empowering communities to find their own voice in alignment with purposeful community policies and programs. We found that voice in the development and evolution of OurStory Education.

OurStory Education—our weekly 90-minute discussion centered on exploring complex sources of information on socially relevant topics, using psychological science and multiple fields of study including archeology, anthropology, philosophy, and popular culture—provides an opportunity to thoroughly examine a specific topic while referencing and recalling the previous 100+ weeks of in-depth conversation (OurStory Education, 2022). Think of OurStory as a ***thought garden for***

action research. Thoughtful soil is provided for planting social issue seeds, watered and nourished, then over weeks the social issues are pollinated i.e., engaged by meaningful inquiries and perspectives. This unique, organic discussion space allowed us to explore multiple perspectives along with live input from our professional expertise, personal insights and interpretations, and lived experience before moving some of these burning questions into the Lab to develop the research projects presented at the CRA-Western Region Conference. The Lab has been the natural, actionable extension for some of the social injustice questions raised in OurStory. In turn, the research lab has informed upcoming discussions in OurStory.

Over the past two years, visitors and regular attendees have shared how OurStory has expanded their self-awareness, improved their psychological science and pedagogy, and even elevated PAR. Founded in June 2020 to discuss the missing OurStories—not just ***his***tory or ***her***story, but the history of everyone across all time—especially in the context of U.S. American history (Dunbar-Ortiz, 2019; Kendi, 2017; Otele, 2020). OurStory is one of the many community offerings from Omnigi.

For article info, contact Dr. Perkins at drvernita@omnigi.com.

References

Dunbar-Ortiz, R. (2019). *An indigenous peoples' history of the United States*. Beacon Press.

Kendi, I. X. (2017). *Stamped from the beginning: A definitive history of racist ideas in America*. Penguin Random House.

Otele, O. (2020). *African Europeans: An untold history*. Hurst.

OurStory Education. (2022, June 22). *Why origin stories and Participatory Action Research*. [Weekly virtual discussion]. Omnigi Research, Virtual. https://www.omnigi.com

Perkins, V., Partridge, T., & Harden, R. (2022, February 25). *What is Race? What Race Really is and Restorative Community Solutions*. Roundtable presented at Community Research & Action - Western Region (CRA-W) Virtual Conference. Society for Community Research & Action.

Research Council

Edited by Chris Keys, DePaul University

Going Global! 2022-2024 Cohort of SCRA Research Scholars Selected

Written by Chris Keys, DePaul University

The SCRA Research Council is delighted to announce the outcome of the 2022-2024 cycle of recruitment, review and selection of Research Scholar applicants. The SCRA Research Council was founded in 2017 and decided a good way to begin supporting community research would be to help untenured community psychology faculty enhance their research programs and become tenured. Such scholars may become tenured faculty, contribute to the community research literature and mentor future scholars, scholar-practitioners and practitioners for decades to come. The Research Scholar Program has had significant success to date. All Scholars who have sought promotion and tenure have been successful. Scholars have received national recognition for their research and have provided leadership to SCRA. Many represent BIPOC groups that previously had little access to doctoral education. Given these successes, in winter 2022 the SCRA Executive Committee (EC) committed $24,000 to support six Scholars in 2022-2024. In addition to financial support, all Scholars receive mentoring assistance from one or more accomplished senior researchers in community psychology or related field. Scholars also provide mutual support and engage in professional development sessions on regular basis. After carefully reviewing the number of talented applicants, the Council members selected the following very promising assistant professors or equivalent in community psychology doctoral programs or doctoral programs including community psychology for this, the fifth cohort of SCRA Research Scholars:

Francesca Esposito, Westminster University, London
Alexandrea Golden, University of Memphis
Delphine Labbe, University of Illinois Chicago
Renato Liboro, University of Nevada Las Vegas
Sukhmani Singh, University of Connecticut, Storrs
Gabriela Távara, Pontifical Catholic University of Peru, Lima

This diverse cohort is our most global. In it are faculty from Europe and South America as well as North America including Scholars who have immigrated to the United States from the Philippines, India and Canada. Here below we introduce each Research Scholar with a brief biography and plans for their work as a Research Scholar. We wish them each a most successful Research Scholar experience!

Francesca Esposito

Francesca Esposito is a Lecturer at the University of Westminster, London, United Kingdom, a beginning rung on the tenure ladder in the UK. She completed her PhD in 2019 in Community Psychology at the ISPA-University Institute of Lisbon, Portugal – under the supervision of Prof. José Ornelas and the co-supervision of Prof. Caterina Arcidiacono.

In her dissertation *Life and Lived Experiences of People inside Migration-related Detention: An Ecological Exploration into Rome's Detention Center*, Francesca developed an ecological justice-focused framework to examine everyday life in detention and the lived experiences of people within these sites (both detained people and professional actors). Her research overall revealed the oppressive qualities of immigration detention contexts, and highlighted the need for community psychologists to firmly engage in the struggle against detention and, more generally, all forms of border violence. This work allowed her to be selected for the *2021 SCRA Dissertation Award*.

Her current research focuses on immigration detention in Italy, Portugal and the UK, and, in particular, on the gendered and racialised experiences of women confined inside immigration detention centres. In particular, Francesca looks at the lived experiences of women detained under immigration powers in light of an intersectional framework that acknowledges the interplay between gender and other systems of power (e.g., based on constructions of race, class, ability, sexuality, nationality).

Francesca is also a member of the feminist NGO BeFree (Rome, Italy), and she worked several years as an advocate for women survivors of gendered violence. She is currently member of different feminist, abolitionist and no border/anti-detention grassroots groups.

As a 2022-2024 SCRA Research Scholar, Francesca's goals are: a) to continue and expand her research work on the gendered and racialised harms of immigration detention; b) to make research findings accessible both within and outside academia, using, for instance, audiovisual tools and participatory art-based approaches; c) to apply for a multi-year, external grant; d) to deepen her mixed-methods; and, finally, d) to become a more effective educator and mentor, especially for students/young scholars coming from backgrounds of violence, abuse and structural neglect.

Alexandrea Golden

Alexandrea R. Golden, PhD is an Assistant Professor in Clinical Psychology at the University of Memphis. She earned her PhD in Clinical-Community Psychology at the University of South Carolina and completed her clinical internship at The MetroHealth System with a focus on Trauma and Community. Dr. Golden went on to complete her postdoctoral fellowship at Cleveland State University in the Center for Urban Education. During her tenure as a postdoctoral fellow, Dr. Golden had the pleasure of working with various community partners through research-practice partnerships to translate research to practice in Cleveland area schools and to implement youth participatory action research (YPAR) in more than 30 schools across the state of Ohio.

Dr. Golden's scholarship focuses on the resilience and positive development of racially-minoritized youth who experience racism with a focus on Black adolescents. Her work focuses on three interdisciplinary lines of research including: (1) school racial climate, (2) peer racial socialization, and (3) critical consciousness. Dr. Golden is committed to translating her research to community-engaged practice and has done so through program development and evaluation in South Carolina and Ohio. She looks forward to extending her community-engaged research and practice to youth in the Memphis area, a site of historical and ongoing activism for equity for minoritized individuals. Further, she looks forward to her continued work identifying and promoting culturally relevant protective factors to uplift and empower racially-minoritized youth.

Delphine Labbé

Delphine Labbé is an assistant professor in the Disability and Human Development Department at the University of Illinois at Chicago (UIC). Originally from Montreal, Canada, she completed her PhD in community psychology at the Université du Québec à Montréal (UQAM) and then completed a postdoctoral fellowship at the University of British Columbia (UBC). Based on her interdisciplinary background, Dr. Labbé's research focuses on promoting full participation and health of people living with disabilities by better understanding the person-environment interaction and developing interventions to create inclusive communities. Her main areas of study are urban accessibility and social participation, as well as health-promotion interventions through adaptive leisure and recreational physical activity. Using a community-based research approach, she is deeply committed in co-creating knowledge with the people with disabilities and other relevant stakeholders (e.g., municipal, health care), in all aspects of her research.

Delphine Labbé's goal is to focus on developing her research program in the area of health promotion for people with disabilities, including building her grant-writing skills for the US context. She also wishes to develop her network in community psychology. Her mentor is Dr. Yolanda Suarez-Balcazar, who holds a dual appointment in the Occupational Therapy Department and Disability and Human Development Department at

UIC. Dr. Suarez-Balcazar's expertise in disability studies and community psychology will support Delphine in her academic pathways. Delphine will use her scholarship to *build collaboration with community-based organizations in health promotion and increase her understanding of how to address health promotion challenges for the population at the intersection of race, gender, age and disability. She also wants to participate in different grant writing workshops both nationally and at UIC.* The mentorship of Dr Suarez-Balcazar will also be particularly useful to support Delphine in her grant application effort. She also hopes to participate in different writing workshops to improve her publication record. She also hopes that she will be able to exchange with the other SCRA Research Scholars to expand her network, discuss academic career challenges and just meet nice people.

Renato Liboro

Dr. Renato "Rainier" M. Liboro, PhD, is an Assistant Professor in the Department of Psychology of the College of Liberal Arts at the University of Nevada, Las Vegas (UNLV). At UNLV, Rainier is a faculty affiliate of the Gender and Sexuality Studies Program of the the Department of Interdisciplinary, Gender, and Ethnic Studies; a member of the Graduate College; and the Director of the Community Health Advocacy for Minority Populations, Immigrants, and Other Newcomers, and their Mental Health (CHAMPION Mental Health) research lab. He is also a Collaborator Scientist of the Institute for Mental Health Policy Research at the Centre for Addiction and Mental Health (CAMH), which is located in Downtown Toronto, Ontario, Canada.

Rainier conducts Community-Based Participatory Research (CBPR) on social inequities and health disparities impacting the mental health and well-being of sexual/gender and racial/ethnic minorities, migrants, middle-aged and older adults, and people at risk of or living with HIV/AIDS and other hidden or episodic disabilities, in collaboration with academic colleagues from UNLV and CAMH, and community partners from Southern Nevada and Toronto.

At UNLV, Rainier collaborates with academic researchers from the College of Liberal Arts, the Kirk Kerkorian School of Medicine, School of Nursing, and School of Public Health. More importantly, he also collaborates with community partners such as the LGBTQIA+ Community Center of Southern Nevada, Southern Nevada Health District, Golden Rainbow, Community Counseling Center of Southern Nevada, Huntridge Family Clinic, University Medical Center Wellness Clinic, Aid for AIDS of Nevada, and other community-based organizations and agencies.

Since he started his position at UNLV in 2019, Rainier has maintained strong connections with his community partners from Toronto; published several peer-reviewed articles in the *Global Journal of Community Psychology*, *Community Psychology in Global Perspective*, *International Journal of Environmental Research and Public Health*, *Sage Open*, and other journals based on his research work with his Toronto collaborators. He has obtained internal and extramural grants to fund his research; and mentored UNLV graduate students and research assistants on the tenets, principles, and practices of CBPR. In 2021, Rainier, his CHAMPION Mental Health lab research team, UNLV academic collaborators, and Southern Nevada community partners launched two mixed-methods CBPR studies, which they will continue to conduct during Rainier's time as a SCRA Research Scholar from 2022 to 2024. Their first study, "The Resilience of Middle-Aged and Older Men Who Have Sex with Men to HIV/AIDS: Stakeholder Perspectives in the 21st Century", aims to explore and examine the various individual and community-level factors that build and promote resilience to HIV/AIDS based on the perspectives and lived experiences of racially and ethnically diverse, middle-aged and older men who have sex with men

in Southern Nevada. Their second study, "Awareness and Knowledge on Aging and HIV-Associated Neurocognitive Disorder: Service User and Provider Perspectives in Southern Nevada", aims to identify and evaluate the levels of awareness and knowledge gaps of older people living with HIV/AIDS and their service providers in Southern Nevada on the interactions between aging and HIV/AIDS, as well as on the condition known as HIV-Associated Neurocognitive Disorder.

Rainier currently teaches two courses that are personally meaningful to him. Prior to immigrating to North America, Rainier was a physician and surgeon in his native country, the Philippines. With his considerable medical background and clinical experiences, Rainier has appreciated the opportunity to teach both Health Psychology and Dimensions of Human Sexuality at UNLV. Rainier has also valued his active involvement with the Inclusion, Diversity, Equity, Access, and Solutions (IDEAS) committee of the Department of Psychology of UNLV.

Sukhmani Singh

Sukhmani Singh is an assistant professor at the School of Social Work and affiliate faculty member of the Center on Community Safety, Policing and Inequality at the School of Law, University of Connecticut. She is an applied developmental-community psychologist and completed her doctorate and post-doctorate at New York University.

Broadly, Dr. Singh's research is anchored in intersectional and decolonial frameworks and her scholarship aims to advance systems change, particularly at the nexus of the juvenile legal and education systems. She is an insider/outsider individual in the academy—a first-generation, immigrant woman of color with lived experiences at multiple, interlocked axes of both accumulated privilege and oppression. Therefore, Dr. Singh's commitment to generating knowledge in anchored in two key touchstones: (i) advancing social justice by shifting the research gaze towards systems and advancing structural solutions, and (ii) centering the principles and praxis of critical participatory research in the knowledge-generation process.

Dr. Singh is currently launching a sequential, mixed-methods, longitudinal, critical youth participatory action research project that examines, through an intersectional lens, the educational and recidivism-related trajectories of juvenile legal system-impacted youth, particularly those who are adjudicated to probation, and incarceration + probation. Over the course of the SCRA Research Scholar program, Dr. Singh will (i) commence and complete the qualitative component of the research project (on-site, case file reviews) and (ii) generate a cross-systems (juvenile and education), longitudinal, quantitative data request that will build on the findings from the qualitative component of the study. Once all data are procured, Dr. Singh will co-create a participatory research analysis team comprised of three young women of color who have been formerly systems-impacted/involved so that we can leverage our partial knowledges (i.e., my research-based skills, their lived systems-experiences). This team will work to both (i) co-analyze data with an aim towards generating policy and practice-based recommendations for systems change at the nexus of the juvenile legal and education systems, and (ii) disseminate our findings to a wide variety of audiences (e.g., juvenile legal system, education system, child welfare, community audiences, etc.).

Gabriela Távara

Dr. Gabriela Távara is an Assistant Professor at the Psychology Department of the Pontifical Catholic University of Peru, where she also obtained a Master's degree in Community Psychology. In 2018 she received her PhD in Applied Developmental Psychology at Boston College, where she was trained in Participatory Action Research methods using creative and artistic techniques. Her research has focused on working with indigenous women, both in Peru and Guatemala, survivors of armed conflicts and other forms of gendered racialized violence. Through her work she has engaged with groups of indigenous women using participatory approaches to document their continuous efforts to reconstruct their lives in the wake of violence and ongoing material poverty. Growing in up in Peru she has witnessed how indigenous groups in her country have been historically marginalized and oppressed, particularly indigenous women. Thus, through her work she embraces a decolonial feminist lens and is strongly influenced by the principles of mutual psychosocial accompaniment. She is interested in understanding and accompanying processes by and for indigenous and marginalized women, that can lead to transformational gender justice; that is, processes that can transform underlying structures that give place to forms gender-racialized violence.

Dr. Távara has three major research goals for the SCRA Scholar Program. 1) To carry out a participatory action research process with women from a community-organized soup kitchen (also known in Latin America as *ollas communes*) in the outskirts of Lima. Women who have organized in *Ollas Comunes* have been strongly affected by the economic crisis brought by the pandemic and by the current food security crisis. 2) To develop skills as a principal investigator as she conducts, with her community psychology research team in Peru, a two-year qualitative and participatory research study. Through this research they will seek to better understand the psychosocial and cultural process that underpin teenage pregnancy in two indigenous areas of Peru, one in the Andes and the other in the Amazon. 3) To develop skills for training students in community psychology research, both by articulating them in the projects she will carry out, and also through the courses she teaches. Gabriela will be working with Dr. Christopher Sonn, from Victoria University in Melbourne, who has significant experience working with Aboriginal communities and scholars and who incorporates a critical decolonial lens in his activist - research praxis.

SCRA News

Edited by Dominique Thomas, Morehouse College

Call for Proposals: 19th Biennial Conference of the Society for Community Research and Action June 20-24, 2023, Atlanta, Georgia

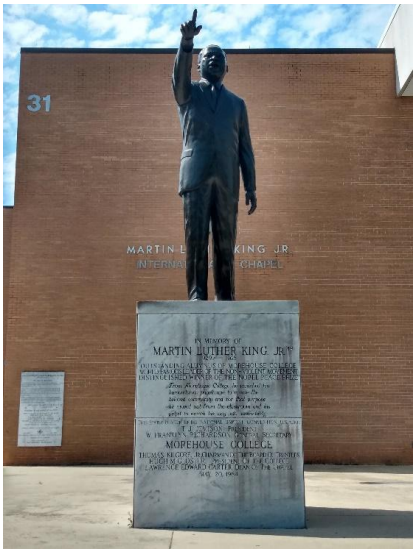
Where Do We Go From Here? Dreaming New Community Futures
Hosted by Morehouse College

The Society for Community Research and Action (SCRA, Division 27 of the American Psychological Association) invites you to our 19th Biennial Conference!

For the first time, this conference will be held both virtually and in-person! Sessions will be offered in several hybrid (virtual and in-person) formats, including:

- Live, with all presenters and attendees present at the same time
- Pre-recorded, with pre-recorded presentations shown to the attendees during the session time, with some or all presenters attending to answer questions and facilitate discussion

- Hybrid, with parts of the session pre-recorded and others live, and some or all the presenters attending the session



Our theme is ***Where Do We Go From Here? Dreaming New Community Futures.*** Honoring the history of civil rights and Black liberation movements in Atlanta, as well as the 60th anniversary of his "I Have a Dream" speech, we are inspired by Morehouse College alumnus Dr. Martin Luther King, Jr. We take particular inspiration from his book "Where Do We Go From Here: Community or Chaos?" The book chronicles his experiences in the Civil Rights Movement. The question he posed in the title informs the vision of the biennial: We unequivocally choose Community. The work of Dr. King and other Morehouse alumni aligns with the values of community psychology: social justice, empowerment, citizen participation, individual and family wellness, empirical grounding, and respect for diversity.

Given that we are hosting a hybrid conference that seeks to merge the old with the new, we also take inspiration from Afrofuturism. As a form of spatiotemporal consciousness rooted in Black liberation and transformation, Afrofuturism provides a framework for imagining new futures while also recovering past technologies of liberation. In parallel with community psychology's focus on understanding prehistories of settings, Afrofuturism asks us to reconsider the histories we have been told and what futures we are allowed to dream.

The history of community-based scholarship would be incomplete without the work of Dr. W. E. B. Du Bois. A founding figure of scientific sociology, Dr. Du Bois exemplified the community-engaged scholar. His Atlanta school of sociological research was an insurgent intellectual network during an era of social Darwinism and Jim Crow. His decolonial pragmatism used and innovated many methods we take for granted as community psychologists.

We want this conference to be a healing space as well. Beyond Dr. King and Dr. Du Bois, many scholars and activists from Morehouse and the surrounding Atlanta University Center (a consortium of HBCUs consisting of Morehouse College, Morehouse School of Medicine, Spelman College, and Clark Atlanta University) sought to heal communities from the psychological traumas resulting from imperialist extraction and capitalist exploitation. A strengths-based approach respects community self-determination and indigenous healing practices. Communities in the African diaspora have used different forms of restorative justice across the millennia. How do we help communities heal from trauma while respecting their own healing strategies? How do we heal our own communities where we are located?

We encourage proposals in a variety of topic areas, particularly those related to impactful and transformative community research and action, including:

- Social change, social innovation
- Participatory Action Research (PAR) and other mixed, multi-method and empowering approaches to research and evaluation
- Multiculturalism, Indigenous rights, and racial justice
- Economic equality for women and reproductive justice
- LGBTQ2/Gender and Sexual Minorities (GSM) human rights and advocacy
- Migration/immigration, displacement, and Globalization
- Social determinants of health (including COVID-19)
- Global climate change and sustainability
- Community organizing, coalition-building, and civic engagement, community activism
- Community-campus partnerships, collaborations, and networks
- Grassroots change efforts, creative economy and arts-based community action
- Collaboratively advancing well-being of vulnerable communities through Innovative prevention and wellness programs
- Values and Ethics
- Critical perspectives, liberation, and applications of critical theory in the community
- Technological and social media innovations in promoting community health and well-being

Instructions for Preparing Program Submissions

To submit a proposal, please visit the Biennial web page and select the proposal submission link. ***The system will be ready to accept proposals on or about September 2022***. Make sure to check specific instructions early as certain restrictions may apply. **The deadline for receipt of program proposals is Thursday, December 1, 2022, 11:55 PM (EST).** Proposal submission guidelines will be available online.

Program Tracks

I. Building the Beloved Community: Community Partnerships and Social Change

System level change requires (a) partnerships across players and sectors in society, and (b) value-based social change efforts aimed communal thriving. This track of the conference affords an opportunity to present and discuss research, ideas, and experiences related to collaborations and deliberate social change efforts.

II. Ubuntu: Healing, Prevention and Wellness Promotion from Ecological Perspective

"I am because we are, we are because I am." The meaning of Ubuntu emphasizes the connection between individual wellness and community wellness. Reactive and medical approaches to health and well-being are costly and not as effective as preventive approaches. While prevention seeks to reduce risk factors, wellness promotion seeks to enhance resilience, protective factors, and enabling environments. This track is aimed at presenting work on prevention and promotion that enhances communal thriving and well-being.

III. Nommo: Consciousness Raising through Storytelling, Arts, and New Media

In Dogon cosmology, *nommo* is the force or cosmic word that brought the cosmos into being. An important component of individual and communal thriving is meaning making. Storytelling, artistic expression, and engagement in new media afford people opportunities to be creative and expressive. Arts and new media are not only methods of expression, but also of communication; innovative and challenging ideas get expressed and communicated through new media. We wish to highlight efforts by community psychologists, community members, and other professionals that utilize expressive methods for thriving.

IV. Ma'at: Solidarity, Equity, Diversity, and Social justice

Ma'at is the Kemetic/Egyptian principle of cosmic and social justice which includes the values of reciprocity, justice, and harmony. The values of diversity and fairness are central to community psychology. Many communities suffer from oppression and exclusion due to societal structures such as imperialism, colonialism, and racial capitalism. We wish to highlight efforts that promote communal thriving through interventions aimed at valuing diversity and social justice.

V. Technologies of Liberation: Knowledge Creation and Consciousness Raising through Research

Information and research are essential components of communal thriving. We wish to highlight how diverse approaches to research (including quantitative, qualitative, community based participatory research, and other innovative approaches to rigorous inquiry) contribute to community well-being. Data and data-based information can be a powerful tool to raise consciousness about oppressive conditions and potential for change. In addition to empirical research, we welcome integrative conceptual and theoretical papers addressing communal thriving.

VI. We Shall Overcome: Transformative Justice in Organizations and Schools

System level changes happening in organizations can foster or inhibit the well-being of stakeholders. We are interested in learning about enabling structures and interventions that bring people together in healthy processes leading to positive outcomes, with an emphasis on organizational and school transformation.

Program Formats

Priority will be given to proposals that explicitly address one or more of the following expectations: (a) high quality, (b) congruence with the general conference theme and the topic areas listed above, (c) exemplars of community-academic

engagement, (d) clear articulation of lessons learned from the session, and (d) collaboration. Proposals should include a description of formats and activities that will maximize audience participation. Innovative, creative, and art-based approaches toward this goal are encouraged. Please note that we will accept only one first-author submission per individual, and the first author on a submission will be the individual who submits the proposal to the system. Also, we ask that any single individual be listed in any role in no more than 5 separate proposals (not including poster presentations). Submissions should fall under one of the following seven categories:

1. *Poster Presentations* facilitate individual and small group conversations through the use of a visual aid. Posters that highlight innovative methods for conference participant interaction are preferred. Poster presentations can emphasize research, practice, action, or other initiatives. Posters will be organized in thematic groups and be presented during designated poster sessions.
2. *Symposia* provide a forum for discussion, debate, and explication of diverse perspectives as they pertain to the conference themes and/or tracks. Symposia may be used to present practice and/or research topics. Submissions that explicitly describe the process or method that will be used to facilitate audience interaction and dialogue will be preferred. Symposia typically include 3-4 related papers, a moderator, and a discussant.
3. *Ignite Presentations* provide an opportunity to share research and ideas in a brief 5-minute format (20 slides at 15 seconds each) to ignite conversations and discussions between the presenters and the audience. Several speakers will follow each other in rapid transition followed by a time to engage in conversation. This format is ideal for presenting findings from smaller studies (e.g., student thesis projects), a new tool or method, or research that is still in progress. Examples of this type of format can be found at http://p2i.eval.org/index.php/ignite/ and http://www.pechakucha.org/faq.
4. *Town Hall Meetings* feature participant discussions of critical and current issues or important future directions pertaining to community research, values, and action and the field of community psychology. This format is most appropriate for exploring the broad issues that cut across the conference theme, subthemes, and related topics. One or more facilitators may lead a town hall meeting.
5. *Workshops* provide a means to teach new skills of relevance to the field (e.g., specific methods, analytical techniques, community outreach strategies).
6. *'The Innovative Other'* session provides an opportunity to submit sessions that do not fit within any of the other categories. This format is especially suitable for arts-based, technology-based, and practice-based presentations.

Additional program components will include mentoring sessions, panel sessions with keynote speakers, and social events.

Additional Conference Information

The conference will take place both in-person and virtually. It will begin on Tuesday June 20 and conclude on Saturday afternoon, June 24. Presenters will be able to indicate their preferred time block when they submit their proposals, but these are not guaranteed.

Details about conference registration, including descriptions of the online platforms and links for training materials for presenters, will be provided on the SCRA website. **All presenters must register for the conference and pay registration fees.** *Conference Fees:* Information about registration fees will be posted on the conference website. Questions related to the program can be sent to biennialprogram@scra27.org.

Member Mondays

SCRA is excited to use our social media platforms to highlight and celebrate our members on Mondays!

Nominate yourself or another SCRA member

https://redcap.link/scramembermondays

SCRA Membership

If you are not currently a member of the Society for Community Research and Action (SCRA) and would like to be, please visit http://scra27.org/ to learn more about the organization. If you would like to become a member, the membership form can be accessed at: http://scra27.org/members1/membership/

If you would like to learn more about community psychology, visit www.communitypsychology.com.

TCP Submission Guidelines

TCP is published four times a year. Articles, columns, features, and announcements should be submitted as Word attachments in an e-mail message to Dominique Thomas and Allana Zuckerman at TCP@scra27.org Submission deadlines are:

- **February 15th** – Spring issue
- **May 15th** – Summer issue
- **August 15th** – Fall issue
- **November 15th** – Winter issue

Authors should adhere to the following guidelines when submitting materials:

- Length: **Five pages, double-spaced**
- No cover sheet or title page. Please be sure to put the article title and author names and organizational affiliations at the top of the article.
- **Graphs & Tables:** These should be **converted and saved as pictures** in JPEG files. Please note where they should be placed in the article. Submit the image(s) as a separate file.
- Images: Images are highly recommended, but please limit to two images per article. Images should be higher than 300 dpi. If images need to be scanned, please scan them at 300 dpi and save them as JPEGs. Submit the image(s) as a separate file.
- Margins: 1" margins on all four sides
- Text: **Times New Roman, 12-point font** – this includes headings and titles and subheadings.
- Alignment: All text should be aligned to the left (including titles) with a .5" paragraph indentation.
- Punctuation Spacing: Per APA guidelines, make sure that there is only one space after periods, question marks, etc.
- Do NOT include footnotes or endnotes.
- References: **Follow APA guidelines. These should also be justified to the left with a hanging indent of .25".**
- Headers/Footers: Do not use headers and footers.
- Long quotes: Follow APA guidelines for quoted materials.
- Please put your email information and an invitation to contact you into the article.

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