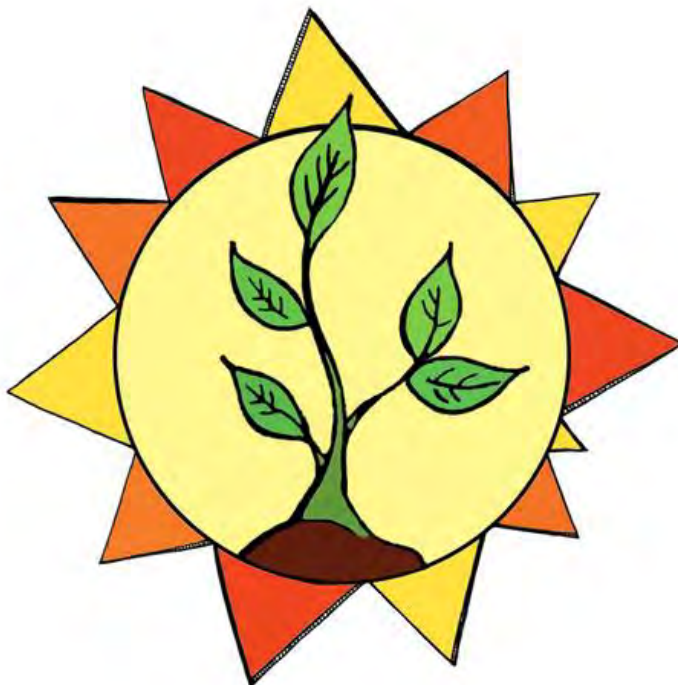
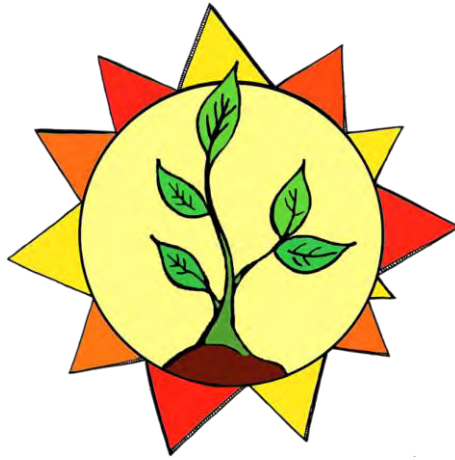


ResilienceCon 2018

Conference Program



April 29-May 1, 2018
Nashville, TN



ResilienceCon would like to thank the
Psychology Department at
The University of the South
for their generous contributions to
ResilienceCon.

SEWANEE

THE UNIVERSITY OF THE SOUTH

Welcome to ResilienceCon 2018!

When people dream of the future, they do not dream about avoiding depression or minimizing pain. **People dream about seeking and achieving joy, love, and meaning.** After many years of focusing on victimization, risks, deficits, and symptoms, health and social services are finally starting to address the ways that **individual, family, and community strengths** help people overcome violence and other adversities.

ResilienceCon is dedicated to helping researchers, advocates, providers, and students shift to a more strengths-based approach in efforts to reduce the burden on violence.

Thanks to all of you, we are offering an outstanding program of the latest science and innovations in resilience and adversity. We also hope that we have created a space of collaboration and shared commitment to social justice. We are hopeful that these days will be personally renewing for each of us. We also have faith that strengthening connections and making new ones will be paths to community resilience in the face of challenges ahead.

We are trying to create a “disruptive” and innovative conference experience that will leave each of us equipped to improve our work when we return home. We have retained many of the elements from earlier ResilienceCons—shorter talks with more time for discussion, more interactive session formats, opening and closing reflections that allow more space for the meaning making inherent in this work, a “face book” with photos and bios of participants, a commitment to inclusivity, shared meals to facilitate informal networking, and this beautiful setting.

This year, we have also added a focus on more timely content for our Keynote Conversations, which focus on sexual harassment, transgender identity, and immigrant youth. We believe that our fields have important contributions to make to these pressing social issues. We are also trying a new type of moderated discussion for the panels this year. For the right side of your brain, we are inviting people to share Photovoice stories and will be offering a photobooth during the closing. We are also adding some workshop experiences to our slate of session types.

We are pleased to welcome all of you and very much look forward to this chance to spend some time together and learn from each other!

Sherry Hamby, Victoria Banyard, and Nicole Yuan

GIVING THANKS

It is a delight to be able to thank the many hands that create ResilienceCon. The Life Paths Appalachian Research Center team, our program committee, and many others worked very hard. ResilienceCon would not be possible without their efforts.

The Life Paths team has once again risen to all the tasks set before them. **Martha Dinwiddie** has served as our inveterate Conference Administrator. This job requires significant web skills as well as incredible organizational talent and we are all very grateful for her efforts. **Elizabeth Taylor**, the Life Paths program manager, understands every angle on what needs to happen at Life Paths and makes sure it actually happens. She is a pleasure to work with and has really grown into her supervisory role. We would also like to thank our current students and volunteers, **Kaitlyn Alford, Ryland Byars, Tori Collins, James Jurgenson, and Kasey Marshall**, who have helped with many decisions and cheerfully pitch in when needed. In addition, a big thank you is in order to **Elise Krews**, who is helping us out as ResilienceCon conference staff.

We also extend our thanks to our **program committee, Jonathan Davis, Anjali Forber-Platt, Kathryn (Katie) Howell, Casey Keene, and Laura Miller-Graff**, for their assistance reviewing scholarship awards, recruiting, moderating sessions, and assisting with other decisions.

We are also grateful for our partnership with Dr. Robert Geffner and the Institute on Violence, Abuse & Trauma for providing Continuing Education credits. We are especially thankful to **Judy Wilson**, from SiteShack, is our amazing web guru. We are pleased to partner with a Sewanee artist, **Debbie Lee** at Full Circle Candles, in our scholarship fundraiser. Also look for her beautiful, natural, handmade candles on Etsy, and at some Whole Foods and Earth Fares in Tennessee. Finally, we would like to thank the staff of the **Scarritt-Bennett Center** for all their efforts. We are happy to be holding our conference at such a beautiful location and supporting a non-profit that is dedicated to social justice issues.

The entire conference team also wishes to express our appreciation to **all those who will participate in this year's conference**. ResilienceCon is a highlight of our year and we hope that it will be for you too.

Sherry Hamby, Victoria Banyard, and Nicole Yuan, ResilienceCon Co-Chairs

A SPECIAL THANK YOU TO OUR SPONSORS

Trailblazer

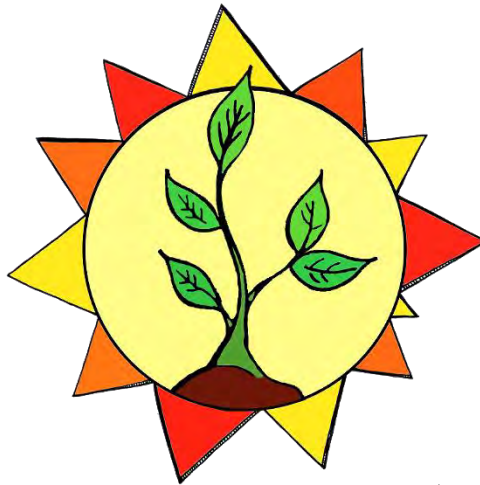
Department of Psychology at the University of the South
Dr. Sherry Hamby and Dr. Al Bardi

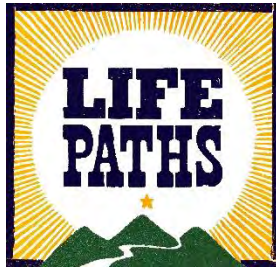
Advocate

KidLink Treatment Services
Human Rights Practice Program at the University of Arizona
Tennessee Conference on Social Welfare.

Friend

Dr. Victoria Banyard
Dr. Nicole Yuan





Congratulations to the 2018 Life Paths Promising Scholar & Promising Advocate Award Recipients!

Life Paths Appalachian Research Center is offering travel scholarships for students and advocates that focus on under-served or marginalized communities.

Promising Scholar Recipients

Amanda Hasselle
University of Memphis

Alexis Kopkowski
University of Arizona

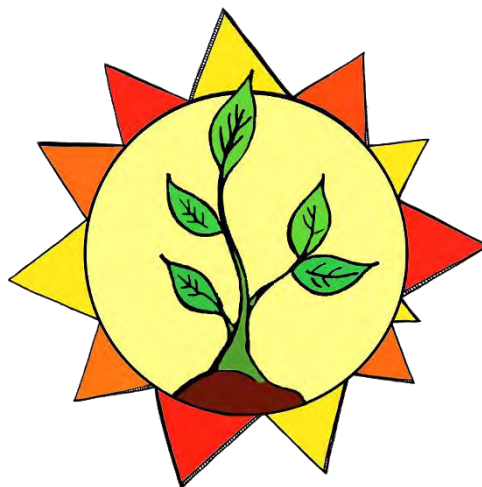
Xiafei Wang
Ohio State University

Marie Artap
Vanderbilt University

Promising Advocate Recipients

Kathryn Thomas
Yoga 4 Change

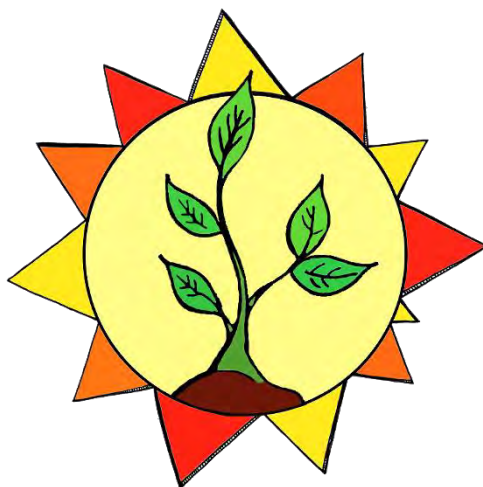
Paloma Baldovinos
Caminar Latino, Inc.



Sunday, April 29th, 2018	
Laskey Great Hall	
12:00-2:00	Poster set-up
2:00- 3:00	Data Blitz
3:00- 3:15	Break
3:15- 4:15	Poster Session
4:30-5:00	Opening Reflection by Katie Schultz and Welcome by Sherry Hamby
5:00-6:00	Keynote Conversation: Dr. Maureen McHugh “Speaking UP: Resisting Sexual Harassment”
6:00-6:15	Closing Reflection by Dorothy Espelage

Monday, April 30th, 2018			
	Laskey Great Hall	Laskey A	Laskey B
7:30- 8:30	Breakfast in Laskey Great Hall		
8:45- 9:00	Opening Reflection by Hasina Mohyuddin in Laskey Great Hall		
9:00- 10:15	Prevention: Bringing in the Bystander Workshop Dr. Victoria Banyard A1	Hot Topic Panel Advancing Culturally Responsive Approaches with Trauma Survivors to Promote Resilience in Underserved Communities A2	20x20 Symposium Resilience in Family Violence A3
10:15-10:45	Break with Coffee		
10:45-12:00	Hot Topic Panel It Takes a Community of Mentors to Build Resilience in Academia B1	Incorporating Strengths Into Your Work: The Resilience Portfolio Questionnaire Workshop with Dr. Sherry Hamby B2	20x20 Symposium Pathways to Resilience B3
12:00- 1:00	Lunch in Dining Hall		
1:00- 2:15	Hot Topic Panel: Addressing Trauma & Promoting Resilience in Conflict-Affected Settings C1	Perspectives Symposium Identifying Key Protective Factors: Conceptual and Empirical Models of Resilience C2	20x20 Symposium Resilience and the Social Ecology C3
2:15- 2:30	Break		
2:30- 3:30	Keynote Conversation: Lauryn Farris “Resistance, Resilience, and Invisibility: Being Transgender in the World”		
3:30- 3:45	Break		
3:45- 5:00	Hot Topic Panel Thinking Outside of the Box: Resilience Beyond the Gender Binary D1	Hot Topic Panel Military & Veterans Resilience Interventions D2	20x20 Symposium Interventions for Promoting Resilience D3
5:00- 5:15	Closing Reflection by Rachel Wamser-Nanney in Laskey Great Hall		

Tuesday, May 1st, 2018			
	Laskey Great Hall	Laskey A	Laskey B
7:30-8:45	Breakfast in Laskey Great Hall		
8:45-9:00	Opening Reflection by Jonathan Davis in Laskey Great Hall		
9:00-10:15	Hot Topic Panel Asset-Based Advocacy with Trauma Survivors: Shifting the Paradigm from Deficit to Growth E1	20x20 Symposium Resilience in Vulnerable Populations E2	First Pages: Strengthening Grants & Manuscripts Workshop with Dr. Sherry Hamby, Dr. Victoria Banyard, Dr. Dorothy Espelage, & Dr. Jonathan Davis E3
10:15-10:45	Break with Coffee		
10:45-12:00	Hot Topic Panel Questioning Ourselves: The Role of Researcher Positionality In Supporting Resilience With Underserved Youth F1	20x20 Symposium Capturing Strengths: How Will We Know Them When We See Them? F2	How to Write a Reflexivity Statement Workshop with Dr. Sherry Hamby F3
12:00-1:00	Lunch in Dining Hall		
1:00-2:00	Keynote Conversation: Dr. Gabriel Kuperminc “Prevention and Thriving for Vulnerable Youth: Lessons Learned Through Studies of Immigrant Youth and Positive Youth Development”		
2:00-3:00	Closing Reflection by Sherry Hamby, Victoria Banyard, and Nicole Yuan		



- Eleni Bruzik** ***A Comprehensive Assessment of Attitudes and Practices Related to Gun Safety Among Caregivers with Young Children***
Eleni Bruzik – University of New Hampshire
Kimberly J. Mitchell – University of New Hampshire
Lisa M. Jones – University of New Hampshire
Heather A. Turner – University of New Hampshire
Roy Wade Jr. – Children's Hospital of Philadelphia
Sherry Hamby – Life Paths Appalachian Research Center
Cheryl Beseler – Colorado State University
- Kaitlyn Alford** ***Importance of Regulatory Strengths to the Subjective Well-being of Men and Women***
Kaitlyn Alford – Life Paths Appalachian Research Center/The University of the South
Elizabeth Taylor – Life Paths Appalachian Research Center
Martha Dinwiddie – Life Paths Appalachian Research Center
Sherry Hamby – Life Paths Appalachian Research Center
- Sabrina Liu** ***Protective Factors & Health among Ethnic Minority Youth: A Latent Class Analysis***
Sabrina Liu – University of California, Santa Barbara
Maryam Kia-Keating – University of California, Santa Barbara
Karen Nylund-Gibson – University of California, Santa Barbara
- Kasey Marshall** ***Comparing Individuals With and Without a Foster Care History on Strengths & Well-being***
Kasey Marshall – Life Paths Appalachian Research Center/The University of the South
Elizabeth Taylor – Life Paths Appalachian Research Center
Sherry Hamby – Life Paths Appalachian Research Center
- Kaley Herman** ***A Longitudinal Study of Positive Mental Health and Coping among American Indian Adults with Type 2 Diabetes***
Kaley Herman – University of Minnesota Medical School, Duluth
Kelley Sittner – Oklahoma State University
Miigis Gonzalez – University of Minnesota Medical School, Duluth
Melissa Walls – University of Minnesota Medical School, Duluth
- Tori Collins** ***Impacts of Adversity on Regulatory-Strengths in Women and Men***
Tori Collins – Life Paths Appalachian Research Center/The University of the South
Martha Dinwiddie – Life Paths Appalachian Research Center
Elizabeth Taylor – Life Paths Appalachian Research Center
Sherry Hamby – Life Paths Appalachian Research Center
- James Jurgensen** ***Exploring Strengths and Well-Being in Older Adult Populations***
James Jurgensen – Life Paths Appalachian Research Center/The University of the South
Martha Dinwiddie – Life Paths Appalachian Research Center
Elizabeth Taylor – Life Paths Appalachian Research Center
Sherry Hamby – Life Paths Appalachian Research Center
- Ryland M. Byars** ***Reliability and Validity of Resilience Portfolio Measures for African American Participants***
Ryland M. Byars – Life Paths Appalachian Research Center/The University of the South
Martha Dinwiddie – Life Paths Appalachian Research Center
Elizabeth Taylor – Life Paths Appalachian Research Center
Sherry Hamby – Life Paths Appalachian Research Center

Kaitlyn Alford***Importance of Regulatory Strengths to the Subjective Well-being of Men and Women***

Kaitlyn Alford – Life Paths Appalachian Research Center/The University of the South
Elizabeth Taylor – Life Paths Appalachian Research Center
Martha Dinwiddie – Life Paths Appalachian Research Center
Sherry Hamby – Life Paths Appalachian Research Center

Objective: Regulatory strengths have been found to aid in the process of coping with life's stressors. This study aims to assess the way in which endurance, impulse control, the ability to recover positive affect, and self-reliance may contribute to the subjective well-being of men and women differently. Methods:

The sample included 357 individuals (65.8% female) ages 18 and up, with a mean age of 37.6 years ($SD = 15.59$) who participated in a survey assessing well-being and strengths, as well as exposures to stressors and trauma over the lifespan of the individual. Results: All regulatory strengths—endurance, impulse control, the ability to recover positive affect, and self-reliance—showed a direct linear relationship with subjective well-being, in that as the strength increased, so did subjective well-being. No significant effects of gender on subjective well-being were found, and there were no interaction effects between gender and any regulatory strength. Discussion: These results confirm that regulatory strengths are a positive contributor to subjective well-being. The relationship between regulatory strengths and subjective well-being was not found to significantly differ between men and women. In terms of clinical application, this suggests that promotion of regulatory strengths should be equally beneficial to both populations.

Eleni Bruzik***A Comprehensive Assessment of Attitudes and Practices Related to Gun Safety Among Caregivers with Young Children***

Eleni Bruzik – University of New Hampshire
Kimberly J. Mitchell – University of New Hampshire
Lisa M. Jones – University of New Hampshire
Heather A. Turner – University of New Hampshire
Roy Wade Jr. – Children's Hospital of Philadelphia
Sherry Hamby – Life Paths Appalachian Research Center
Cheryl Beseler – Colorado State University

This presentation will examine the relationship between caregiver attitudes towards guns and gun ownership, family safety practices, and child gun education. Data is from the NIH-funded Youth Firearm Risk & Safety Study which assessed youth firearm exposure across several domains and covering a broad developmental spectrum (ages 2-17 years). We used a systematic, mixed-methods approach to develop and pilot a comprehensive youth firearm violence exposure instrument, the Youth Firearm Risk and Safety Tool (Youth-FIRST). Our design consisted of focus groups with caregivers and youth, review by experts, cognitive interviews for comprehension; and a pilot community survey of 600 youth. Data for this presentation focuses on the 300 caregiver proxy interviews about children, ages 2-9. We focused our efforts in three communities: Appalachia, TN, Philadelphia, PA, and Boston, MA. The work in TN incorporates the experiences of youth from a highly rural, low-income, low literacy area. Comparatively, Boston and Philadelphia incorporates youth experiences from a highly-urban, high stress, at-risk population. Qualitative focus group data will be presented as well as descriptive and multivariate findings from the pilot community survey. Sex differences will be explored as well as differences based on urbanicity. Implications for gun violence prevention will be discussed.

Ryland M. Byars***Reliability and Validity of Resilience Portfolio Measures for African American Participants***

Ryland M. Byars – Life Paths Appalachian Research Center/The University of the South
Martha Dinwiddie – Life Paths Appalachian Research Center
Elizabeth Taylor – Life Paths Appalachian Research Center
Sherry Hamby – Life Paths Appalachian Research Center

Objectives: Few scales are sufficiently validated for African American participants. This study investigates the internal consistency and validity of strength and wellbeing measures from the Resilience Portfolio Model among African American participants. Methods: The sample included 51 African American adults, age 18-74 ($M = 39.83$, $SD = 14.71$). The participants completed surveys, consisting of 24 scales centered on regulatory strengths, meaning-making strengths, interpersonal strengths, victimization, and wellbeing. Results: The

internal consistency of 24 scales varied from α 0.34 to 0.94. The best performing scales include the Spiritual Well-being – Theistic scale (α 0.94), which increased in reliability from α 0.84, for the total sample, to 0.94. Five scales decrease in reliability below α 0.65. Of the five scales that need to be adapted to increase consistency and validity, Relational Accountability (α 0.34) and School Climate (α 0.56) especially need to be examined. Validity will also be examined. Conclusion: The internal consistency with African American participants is good on most scales examined here. These scales can contribute to further research and conversation on the strength repertoires of African American people.

Shania Cole

Parental Incarceration and Child Delinquency: What Helps?

Shania Cole – Murray State University

Esther Malm – Murray State University

Childhood delinquency has been associated with many risk factors, including high risk environments, low SES, nonstandard work schedule, lack of parental supervision, and parental absence. Adult involvement in children's lives have been known to be a protective and supportive factor of children's cognitive, emotional and social development; however, studies on work flexibility as an aspect of parental involvement is limited. One important risk factor for adolescents are their parent's incarceration. Family dynamic theory suggests that incarceration does not only affect one member of the family, it plays a fundamental role in the spouse's and children's socialization and development. This study seeks to understand the effects of parental incarceration (incarceration length and gender of incarcerated parent) during early childhood on delinquency during middle childhood (age 9), with the expectation that the effects will be significantly negative. Secondly, it was hypothesized that parental flexibility and parental involvement would each significantly buffer the effects of incarceration on childhood delinquency. Using the Fragile Families and Child Wellbeing dataset, parental flexibility and parental involvement were examined at age three, five and nine and parental incarceration at age five (parent report). While delinquency at year nine was child reported. Preliminary results show that there is a significant negative effect of paternal incarceration only on child delinquency. There were no significant effects of parental involvement at age three and five on delinquency; however, maternal work flexibility at ages three and five negatively predicted delinquency at age nine. Moderation analyses seek to test the buffering strength of work flexibility (ages 5 and 9) on delinquent behaviors (age 9) in order to understand the time-point at which work flexibility best buffers delinquent behaviors in this sample. Practical implications, limitations, and future studies will be proposed during the presentation. to further research and conversation on the strength repertoires of African American people.

Tori Collins

Impacts of Adversity on Regulatory-Strengths in Women and Men

Tori Collins – Life Paths Appalachian Research Center/The University of the South

Martha Dinwiddie – Life Paths Appalachian Research Center

Elizabeth Taylor – Life Paths Appalachian Research Center

Sherry Hamby – Life Paths Appalachian Research Center

Purpose: Regulatory strengths are believed to aid individuals in coping with and responding to adverse life events. This study aims to understand how exposure to lifetime adversity impacts regulatory strengths, including impulse control, endurance, recovering positive affect, and self-reliance in a rural, adult sample. It also examined gender differences. Methods: The sample included 357 individuals (65.8% female) ages 18 and up with a mean age of 37.6 years ($SD= 15.6$). Participants took a survey utilizing the Resilience Portfolio model that assessed multiple types of regulatory strengths as well as adverse experiences, such as financial strain or the death of a close friend or family member. Results: While no interactions of exposure to adversity and gender were identified, gender was associated with impulse control, in that men reported lower impulse control than women. Men also reported lower self-reliance than women. Also, as individuals experienced more lifetime adversities, they scored higher on endurance. Conclusions: There was a significant effect of gender on impulse control and self-reliance with men showing decreased levels of both strengths compared to women. Clinicians could work with men more specifically on areas of strengths, such as impulse control. For the full sample, adversity was associated with higher levels of endurance. This suggests that adversity may contribute to the development of endurance.

Raygn Denton

Adverse Childhood Experiences and the Mitigating Role of Resiliency

Raygn Denton – Tennessee Technological University

Rufaro A. Chitiyo – Tennessee Technological University

This poster explores how resiliency can be a tool for individuals who have or have had Adverse Childhood Experiences (ACEs). For children, severe stress may impair functioning across different domains of development. Effects may be seen in both biological and psychological development (Cicchetti & Rogosch, 2009). ACEs is a term that encompasses a variety of events a child can experience that produce stress and can lead to trauma and chronic stress responses ("ACEs resource," 2016). ACEs pose a prevalent problem, as it affects more than 60% of adults ("Adverse childhood experiences," 2014). Looking at adversity from a perspective of resiliency can shift efforts away from evaluating risk and redirect efforts to understanding the pathways to positive outcomes. Resiliency may be understood as a process that spans across development (Panter-Brick & Leckman, 2013). Resiliency also needs to be understood from a framework that encompasses multiple systems, so it can be applied broadly, from biology to society (Sapienza & Masten, 2011). In order to develop a framework or theory of coping and resiliency, it is important to study how children continue to adapt despite having faced adversity (Cicchetti & Rogosch, 2009). The purpose of this poster presentation is to explore resiliency as a tool for minimizing the biological or psychological effects of ACEs. Professionals working with individuals who have or had ACEs may promote resiliency and coping skills to minimize the potential consequences of ACEs.

Matthew Dykas

Psychological Flexibility Moderates the Link Between Combat Exposure and Hopelessness in Military Veterans

Matthew Dykas – SUNY Oswego
Ivan Castro – Syracuse University
Brooks Gump – Syracuse University
Karen Wolford – SUNY Oswego

In military veterans, greater exposure to combat is associated with greater social and behavioral problems post-deployment. However, mixed findings have emerged regarding combat exposure and associated post-deployment emotional problems, such as feelings of hopelessness (including the loss of motivation, and possessing negative feelings about the future; see Jakupcak, 2011; Pfeiffer et al., 2014). For example, whereas some veterans experience moderate to severe feelings of hopelessness about their lives, many veterans have relatively positive life perceptions and do not report substantial hopelessness feelings. This study's aim was to examine reasons for these differences by exploring whether veterans' dispositional cognitive flexibility (i.e., the lack of psychological avoidance) moderates the connection between combat exposure and veterans' degree of hopelessness. Many studies indicate that cognitive flexibility is a contributor to mental health and resilience (Kashdan, 2010), and it could be a particularly important protective factor for veterans who have experienced trauma (Keith et al., 2015). Participants were 65 veterans, mostly male (77%) and the majority (71%) served in Iraq and/or Afghanistan. Using online data collection procedures, participants completed a modified version of the Combat Exposure Scale (Keane et al., 1989), the Beck Hopelessness Scale (Beck, 1988), and the Acceptance and Action Questionnaire II (Bond et al., 2011) to assess psychological flexibility. A moderation analysis showed a significant combat exposure X cognitive flexibility interaction ($b = .236, p < .05$), indicating that veterans' combat exposure scores were not linked to their hopelessness scores if veterans reported high to moderate levels of cognitive flexibility ($b = .002$, and $b = .284, ps > .05$, respectively.) Combat exposure was only linked to hopelessness when veterans reported low cognitive flexibility ($b = .566, p < .05$). Results will be discussed in terms of how cognitive flexibility may make veterans more resilient to the harmful effects of combat exposure.

Kaley Herman

A Longitudinal Study of Positive Mental Health and Coping among American Indian Adults with Type 2 Diabetes

Kaley Herman – University of Minnesota Medical School, Duluth
Kelley Sittner – Oklahoma State University
Miigis Gonzalez – University of Minnesota Medical School, Duluth
Melissa Walls – University of Minnesota Medical School, Duluth

Objective: Research with American Indian/Alaska Native (AIAN) communities reveals health inequities resulting from historical trauma, group marginalization, and ongoing oppressive experiences. In order to combat these inequities and highlight existing strengths in communities, AIAN people and health scholars call for strengths-based approaches to elucidate AIAN resiliency and positive outcomes. The purpose of this study is to examine positive mental health (PMH) for AIANs with Type 2 diabetes and to determine if PMH is linked to coping resources (i.e., community connectedness) and responses (i.e., response coping). **Design:** Tribal research partners worked with university project staff on measurement adaptation and data collection. Tribal clinic partners generated random samples from clinical records selecting patients at least 18 years old with a Type 2

diabetes diagnosis, and self-identifying as American Indian. There were 194 participants interviewed at baseline. All participants who completed at least three (out of four possible) observations were included in the current study (n=162). Results: Latent growth curve models were used to test hypotheses. Average PMH decreased over the four waves of the study. Community connectedness was associated with increases in PMH for women, but not for men. Response coping was associated with increases in PMH, particularly for men, and marginally for women. Age and income did not alter the change in PMH over time. Conclusion: Further research should determine the long-term trajectory of PMH in patients with chronic illness given that PMH diminished over the course of this study. Gender differences in community connectedness and response coping found here, may be useful for informing gender-responsive intervention strategies. To further promote PMH in patients with diabetes, interventions could focus on coping with diabetes as well as involving the community in addressing the prevalence of diabetes.

Mary Ann Hollingsworth *The Heroes Bridge Project: Connecting Veterans and Other Adult Heroes as Mentors with Youth at Risk*

Mary Ann Hollingsworth – University of West Alabama

Research indicates that many young people need more help in development of resilience to support effectual quality life as adults. Research also indicates that a need of many Veterans for sustainment of resilience built through active military service. The Heroes' Bridge was designed as a program to connect Veterans, a group of people often called heroes as mentors with young people in grades 4 - 12 who need help in building personal resilience. This mentorship was modeled after the Big Brothers and Big Sisters program which has research support of efficacy with increased academic proficiency and engagement as well as improved non-academic life skills. The Heroes Bridge project was planned with the phases of 1) participant recruiting from school and youth work referrals and veteran organizations; 2) assessment of participants with resilience instruments to determine needed focus for mentorship work with initial assessment of resilience for both adults and youth; 3) Conduct of participant training to focus on mentor team work on individual needs for building resilience, such as academic competency, social competency, and maintenance of personal health and safety; and 4) – Assessment of program results and program modification for use with a larger population. The desired outcome was that youth and adult participants would improve and maintain assessed facets of resilience. The conference presentation will share results of project to date and opportunity for conference participant input and feedback toward project future growth.

Lacy Jamison *Protective Factors Contributing to Resilience in Violence-Exposed Young Adults*

Lacy Jamison – University of Memphis
Kathryn Howell – University of Memphis
Laura Schwartz – University of Memphis
Hannah Shoemaker – University of Memphis
Abigail Armstrong – University of Memphis

Physical and sexual violence are pervasive problems among adolescents and young adults in the United States. These adversities have been linked to problematic mental health outcomes and functioning difficulties. While much of the available research examines maladaptive outcomes associated with experiencing violence, researchers have begun to investigate protective factors contributing to adaptive outcomes, such as resilience, following violence exposure. The current study examines how the protective factors of emotional intelligence, optimism, and social support contribute to resilience among young adults who have experienced physical or sexual violent events during their lifetime. Linear regression analyses were conducted separately for young adults who experienced physical violence and young adults who experienced sexual violence. For young adults who experienced physical violence, the model was significant $F(3, 111) = 50.04, p < .001, \text{Adj. } R^2 = 57.2\%$; with greater emotional intelligence ($\beta = .09, p < .001$) and increased optimism ($\beta = .25, p < .001$) associated with more resilience. For young adults who experienced sexual violence, the model was also significant $F(3, 137) = 55.52, p < .001, \text{Adj. } R^2 = 54.6\%$; with greater emotional intelligence ($\beta = .42, p < .001$), increased optimism ($\beta = .36, p < .001$), and higher social support ($\beta = .13, p < .05$) associated with more resilience. Findings reveal the importance of internal protective factors in adaptive functioning following experiences of physical and sexual violence. Thus, to promote mental health and well-being in young adults who have experienced violence, interventions should emphasize the capacity for individuals to identify and understand their emotions, as well as encourage hopeful expectations about the future.

James Jurgensen *Exploring Strengths and Well-Being in Older Adult Populations*

James Jurgensen – Life Paths Appalachian Research Center/The University of the South
Martha Dinwiddie – Life Paths Appalachian Research Center
Elizabeth Taylor – Life Paths Appalachian Research Center
Sherry Hamby – Life Paths Appalachian Research Center

Objective: Few studies have evaluated the reliability and validity of scales in populations of older adults. Because most scales are not originally designed for older adults, proper validation of these instruments is crucial for understanding the experiences of older adults. The current study examined the construct reliability and validity of scales measuring strengths and outcomes in older adults, utilizing the Resilience Portfolio Model. **Method:** Two samples were examined in this study in order to better establish reliability and validity of scales. Sample 1 included 123 individuals 50 years of age or older (25.7%, $n = 478$). Sample 2 included 93 individuals 50 years of age or older (26.1%, $n = 357$). A total of 23 scales across the two studies were analyzed for reliability and validity. Of the total, 16 scales measured strengths in meaning making, regulatory, and interpersonal domains, and 7 scales measured outcomes related to wellbeing. **Results:** Most scales were found to be valid and reliable for the older adults included in the two samples. Cronbach's alphas for the 23 scales ranged from 0.59 to 0.96. Scales assessing well-being outcomes were found to be highly reliable with alphas ranging from 0.81 to 0.96. Scales included within the domain of regulatory strengths demonstrated the least reliability. In both Sample 1 and Sample 2, self-reliance decreased in reliability for older adults in the sample ($\alpha = 0.59$ and $\alpha = 0.68$, respectively), as compared to the total sample ($\alpha = 0.73$ and $\alpha = 0.76$, respectively). Convergent validity will also be assessed. **Conclusion:** Results demonstrate that the majority of scales included in the Resilience Portfolio Model are reliable and valid for use in older adult populations. These promising results contribute to the toolkit of instruments validated in samples of older adults.

Sabrina Liu

Protective Factors & Health among Ethnic Minority Youth: A Latent Class Analysis

Sabrina Liu – University of California, Santa Barbara
Maryam Kia-Keating – University of California, Santa Barbara
Karen Nylund-Gibson – University of California, Santa Barbara

Increasing knowledge of factors that promote health among ethnic minority youth is an important step towards addressing existing health disparities. Although many protective factors have been identified individually, there is an overabundance of research on risk factors, and a comparable dearth of knowledge regarding the influence of combinations of protective factors. The current study examines how protective factors across various levels (including child and family attributes, and school and community characteristics) co-occur to create profiles of protection that mitigate health risk, particularly for racial/ethnic minority youth. The current sample was children aged 12-17 from a nationally representative sample whose race/ethnicity was reported to be Black, White, or Latinx ($N = 30,668$). Latent Class Analysis was employed to identify classes of endorsed protective factors among youth. Associations between class membership and health outcomes were explored. Participants' health was measured with an overall health score, count of current health conditions, and average condition severity. Samples of Black and Latinx youth were characterized by different 4-class models, while White youth were best represented by a 6-class model. Health outcomes varied significantly by class membership ($p < .05$). Generally, classes characterized by more protective factors were associated with better health; however, when comparing the average health of White, Black, and Latinx youth, even in their respective high protection classes, the health of ethnic minority youth was poorer. Additionally, some protective factors were more salient to certain subsamples. For example, for Black youth, low safety and family-level protective factors were associated with worse health. Other trends were shared by all three subsamples; for example, lower levels of parent stress and school engagement were associated with better health for everyone. Results suggest that the best approach to decreasing health disparities will focus on both increasing protective factors (in school, family, and community-settings) and decreasing discrimination.

Kasey Marshall

Comparing Individuals With and Without a Foster Care History on Strengths & Well-being

Kasey Marshall – Life Paths Appalachian Research Center/The University of the South
Elizabeth Taylor – Life Paths Appalachian Research Center
Sherry Hamby – Life Paths Appalachian Research Center

Objective: Foster care has a well-established association with poor outcomes for those who age out of the program. The literature has largely focused on negative long-term effects of foster care, but few studies have explored the impact on positive factors (e.g., personal strengths and well-being). The present study compared

strength profiles and outcomes of foster care alumni to the rest of the population, before and after controlling for juvenile victimization. Method: Participants (n= 354) were recruited from rural Appalachian communities. Participants completed a survey with items assessing adversity, strengths, and outcomes. Participants were predominately female (65.8%) and their average age was 38 years (SD = 15.6 years). Results: Although strengths and well-being differed significantly by foster care history, only two measures of well-being and four strengths remained significant when controlling for juvenile victimization. Discussion: Those with a history of foster care had significantly lower levels of family well-being, spiritual well-being, and were lower in strengths such as self-reliance and community support. Findings were consistent with previous literature, but also identified potential targets for future interventions.

Nicky Ozbek

Resilience and Depression: Mirror Opposites?

Nicky Ozbek – University of Tennessee Chattanooga
Katherine Pendergast – University of Tennessee Chattanooga
Katey Hayes – University of Tennessee Chattanooga
Kathleen Phelps – University of Tennessee Chattanooga
Charles Logan Lewis – University of Tennessee Chattanooga
Catherine Suzanne Lewis – University of Tennessee Chattanooga

The Connor-Davidson Resiliency scale (CD-RISC) and the Center for Epidemiologic Studies Depression scale revised (CESD-R) were completed by 197 college students in phase one of a larger study (Heaton et al, 2016). In phase two of this same study, only 25 subjects volunteered, despite participatory incentives. There was a negative correlation ($p < .0001$) between depression CESD-R and CD-RISC scores., Heaton et al (2016). Those who indicated no interest in participating in phase two of the study had the lowest resilience scores ($p = .03$), suggesting that low scores on resilience predict a narrower range of behaviors and engagement. This relationship between higher resiliency scores and lower depression scores has been found before (Aronian & Norris, 2000; Hu, Zhang, & Wang, 2015). Pendergast (2017) looked at the relationship between the CD-RISC and scores on measures of reappraisal and suppression, emotional regulation strategies, in 125 college students. Reappraisal was associated with higher resiliency scores ($P < .001$) and suppression had a negative relationship ($p = .02$). Thus resilience may serve as a motivational function, as illustrated in phase two of the Heaton et al (2016) study, and as a companion to cognitive coping strategies, as illustrated in the Pendergast (2017) study. In Cohn et al (2009) article, titled 'Happiness Unpacked', positive emotions were linked to building resilience. Perhaps, it is depression that needs to be unpacked. Negative emotions were not as strongly associated with resilience in the Cohn et al (2009) article, as was the lack of positive emotions.

Bibhuti Sar

Factors Associated with Positive Screens for Trauma Treatment and Interventions

Bibhuti Sar – University of Louisville
Adrian Archuletta – University of Louisville
Becky Antle – University of Louisville
Anita Barbee – University of Louisville
Jennifer Bobo – University of Louisville
Melissa King – University of Louisville
Donghang Zhang – University of Louisville

The Center for Promotion of Recovery and Resilience (CPRR) of Traumatized Children and Youth at the Kent School of Social Work, University of Louisville, in partnership with community service providers, utilizes a comprehensive, community based approach consisting of capacity building, community and referral source education, child/youth centered evidence based trauma focused interventions, and consumer feedback to help children and youth overcome effects of trauma. This study details the screening for traumatic events and stress symptoms in 4,000 children and adolescents who were screened at intake using the Child Stress Disorders Checklist (CSDC) for symptoms of Acute Stress Disorder (ASD) and Posttraumatic Stress Disorder (PTSD) at a community mental health agency between 2012-2016. Factors associated with making the initial positive screen for ASD and PTSD and receiving treatment are examined and identified. The results of differential influences of type of trauma, numbers of traumatic events experienced, as well as reported symptomology in relation to being designated as needing trauma focused interventions are reported. Recommendations for using trauma screening tools and training of screeners in community mental health settings are discussed.

Lucy Steinitz

Trauma Awareness and Resilience in South Sudan

More countries are experiencing violent conflict today than at any time over the past 30 years. To build a lasting peace, high-level cease-fire agreements must be supplemented by grass roots efforts, involving ordinary citizens and local groups. Underscoring this approach is the recognition that in war-torn states like South Sudan, everyone has experienced loss, fear and trauma, which have created festering wounds that prevent individuals from taking the steps they need to rebuild their own lives and that of their families and communities. At Catholic Relief Services (CRS), this understanding has led to a holistic approach that we call the 3B's – Binding, Bonding and Bridging. The Binding level refers to Trauma Awareness and Resilience, as was introduced through an extensive series of one-day training sessions with hundreds of local South Sudanese villagers and internally displaced persons (2016, Jonglei Region, South Sudan). Critically important was that this training was created with local input, using culturally familiar stories and locally developed picture-codes that made the training relevant, re-enforcing and easy to access. A follow-up qualitative assessment in January 2017 identified many testimonies of behavior change across families, local groups and even between villages. Several ethnic divides were crossed, yielding improved social cohesion around grazing rights, access to water, church worship and protection on key roads that were previously deemed “very dangerous” for travel. Based on this assessment, the leadership of CRS/South Sudan determined that every CRS program in the country should integrate Trauma Awareness and Resilience, regardless of primary focus (e.g. food security, humanitarian relief, education, etc.). While huge challenges remain in the country and threaten even the best-laid plans, this commitment has been re-enforced and has gained broad in-country support.

Lucretia Vigil

The Association Between Child Gender and Offered/ Received Counseling or Mental Health Services

Lucretia Vigil – University of New Mexico Health Sciences Center

Fares Qeadan – University of New Mexico Health Sciences Center

Introduction: Protective factors play an integral part in promoting resilience, empowerment, and even recovery among maltreated children. Counseling and mental health services are two examples of such factors that are delivered to the family system in cases involving substantiated child sexual abuse and psychological or emotional maltreatment. However, data on the association between child gender and the offered / received Counseling or Mental Health services are limited with respect to maltreatment type. The focus of this study is to examine the odds of being offered/receiving counseling and mental health services for males and females among those who (a) had substantiated child sexual abuse cases and (b) psychological or emotional maltreatment cases. Methods: We used data from the National Child Abuse and Neglect Data System; case-level data of all children who were investigated for maltreatment by state child welfare agencies. Logistic regression models were used to calculate the odds ratios (ORs) of being offered/receiving counseling and mental health services and their corresponding 95% Confidence Intervals (C.I.). Only substantiated cases from 2015 were considered. Results: In 2015, there were 374,193 and 386,101 unique substantiated cases of male and female child maltreatment respectively. About 8.22% of them were psychological or emotional maltreatment cases and 8.96% were sexual abuse ones. Among children with substantiated sexual abuse cases, males have 15.3% higher odds of being offered / receiving counseling or and mental health services relative to females (OR=1.153; 95% C.I. 1.106-1.201). However, this story is reversed among children with substantiated psychological or emotional maltreatment cases as females have 7.8% higher odds of being offered / receiving counseling or and mental health services relative to males (OR=1.078; 95% C.I. 1.044-1.114). Conclusion: Gender differentials exist in the odds of being offered/receiving counseling and mental health services with respect to child maltreatment type.

Rachel Wamser-Nanney ***Parenting in the Aftermath of Trauma Exposure: Evidence of Resiliency***

Rachel Wamser-Nanney – University of Missouri

Julia C. Sager – University of Missouri- St. Louis

Claudia Campbell – University of Missouri- St. Louis

Trauma exposure and posttraumatic stress symptoms (PTSS) have been previously associated with a variety of adverse parenting outcomes in veteran and clinical samples. Relatively little research has been conducted with non-treatment seeking civilian samples, which is noteworthy as utilizing more general samples of parents may yield more comprehensive estimates of the true relationship between trauma and PTSS and parenting. The aims of the present study were to examine the associations between interpersonal trauma and PTSS and

several aspects of parenting (i.e., parental satisfaction, parental support, and levels of parental involvement, communication, and limit-setting) among 206 parents recruited from mTurk (n = 156), and a Midwestern University (n = 50; ages 22-59; M = 37.08; SD = 7.69; 60.2% female; 52.9% White). Contrary to expectations, results indicated that both cumulative trauma, and specific forms of trauma (e.g., childhood sexual abuse, witnessing violence, being in foster care), as well as PTSS were not related to levels of parental satisfaction and parenting indices. Further, when significant relationships were observed between PTSS and aspects of parenting, they dissipated once key demographic factors such as age, gender, and household income were accounted for. Thus, it appears that in the general population, many trauma-exposed parents manifest considerable resiliency in the context of parenting.

Susan Yoon

Resilience to Adolescent Substance Use Among Youth at Risk of Maltreatment: The Role of Father Involvement

Susan Yoon – Ohio State University

Karla Shockley McCarthy – Ohio State University

Kathryn Maguire-Jack – Ohio State University

Adolescent substance use is one of the most prominent and persistent threats to adolescent health and well-being. The prevalent use of alcohol, cigarettes, and marijuana by adolescents represents the leading preventable causes of morbidity and mortality in adolescence and young adulthood. Although child maltreatment (i.e., neglect and physical, sexual, emotional abuse) has been associated with increased risk for adolescent substance use, little is known about whether and how child maltreatment at different developmental stages (i.e., early childhood vs. middle childhood) have a differential influence on adolescent substance use. A relevant and important area of inquiry pertains to protective factors that may reduce the risk of adolescent substance use among adolescents at risk of maltreatment. Prior research suggests that father involvement may be a potential factor that contributes to resilience to adolescent substance use. To fill the gaps in the current literature, this study 1) examined how child maltreatment at different developmental stages (early childhood [ages 0-5], middle childhood [ages 6-12]) is associated with adolescent substance use at age 14; and 2) determined if the quality and quantity of father involvement at age 12 is related to resilience to substance use at age 14. Generalized estimating equations analysis was conducted on a sample of 685 adolescents, using data from the Longitudinal Studies of Child Abuse and Neglect. The results indicated that early childhood physical abuse predicted a higher likelihood of adolescent substance use. Higher quality of father involvement (i.e., positive and close father-child relationship) was associated a lower likelihood of substance use. The quantity of father involvement (i.e., time spent together) was not significantly associated with substance use during adolescence. Policies and interventions aimed at improving the quality of fathers' relationships and involvement with their children may be helpful in fostering resilience to substance use in adolescents at risk of maltreatment.

Susan Yoon

Promotive Factors For Resilient Behavioral Functioning in Child-Welfare Involved Youth

Susan Yoon – Ohio State University

Kathryn Maguire-Jack – Ohio State University

Karla Shockley McCarthy – Ohio State University

Youth in the child welfare system have an increased risk of experiencing adverse developmental outcomes compared to youth in the general population. The higher levels of internalizing and externalizing symptoms of youth who experience child maltreatment are of particular concern. Although they are more likely to have internalizing and externalizing symptoms, some youth show resilient behavioral development even after experiencing maltreatment. Identifying promotive factors associated with such resilience is important in designing intervention strategies to promote positive and healthy development among child welfare-involved youth. The primary aim of the study was to investigate the development trajectories of internalizing and externalizing symptoms of child welfare-involved adolescents and to identify promotive factors that predict resilient behavioral development. Using three waves of data from the National Survey of Child and Adolescent Well-Being (NCSAW-II), latent growth curve modeling was conducted. A total of 357 adolescents who were between 11 and 13 years of age at baseline were included and followed over a three year period. Results indicated that adolescents' internalizing symptoms decreased over time whereas externalizing symptoms remained stable over time. Physical abuse predicted higher levels of externalizing behaviors. Greater child prosocial skills and higher quality of caregiver-child relationship were associated with lower initial levels of externalizing symptoms. A higher quality caregiver-child relationship and greater satisfaction with peer relationships were associated with lower initial levels of internalizing symptoms. Intervention programs that

aim to improve interpersonal and prosocial skills may be effective in promoting resilient behavioral functioning in child welfare-involved youth.

Nicole Yuan

***Guidelines to Improve the Use of Community Advisory Boards:
Applications for Research on Violence, Trauma, and Resilience***

Nicole Yuan – University of Arizona

Nicolette Teufel-Shone – Northern Arizona University

Brian Mayer – University of Arizona

There is an increased use of community-based participatory research (CBPR) in the areas of violence, trauma, and resilience. Several studies utilize community advisory boards (CABs) to increase community engagement at multiple stages of the research process. However, CABs are frequently created from groups that exist for other purposes. In addition, few CABs follow a framework or developmental process that would enhance their success and result in positive outcomes for the community. Despite available literature on the importance of CABs in promoting equitable partnerships in CBPR, there are few technical resources that are accessible to both academic and community partners. The Community Engagement Core of the Center for Indigenous Environmental Health Research developed CAB Guidelines that focus on three main stages of CAB development: formation, operation, and evaluation. Initial pilot testing revealed that the Guidelines help CABs broaden community representation, increase benefits for CAB members, add structure to CAB activities, and encourage evaluation of process outcomes. This poster will provide an overview of the content for each stage and related interactive worksheets designed to assist CABs in decision-making and planning.

Recommendations for applying the Guidelines to CBPR studies on violence, trauma, and resilience will be presented. Effective CABs may help manage the challenges of addressing sensitive topics, prevent further negative stereotypes of the community, and improve study outcomes.

Keynote Conversation Sunday 4/29/18 5:00pm-6:00pm

Speaking UP: Resisting Sexual Harassment

Maureen McHugh – Indiana University of Pennsylvania

Interviewed by Victoria Banyard – University of New Hampshire

McHugh examines the connection between street harassment, sexual harassment (at work and school) and sexual assault. They are all prevalent, pervasive and problematic forms of degradation. By treating women as sexual objects, men fail to recognize women as their fully human equals. Feminists have also argued that through minor forms of sexual harassment women are taught to expect, and passively accept the sexual comments/offenses of men. Silence and acceptance create shame and powerlessness. Resisting and resilience begin with breaking the silence and rejecting passivity. McHugh reviews the ways that women can and are breaking the silence on street and sexual harassment.

Keynote Conversation Monday 4/30/18 2:30pm-3:30pm

Resistance, Resilience and Invisibility: Being Transgender in the World

Lauryn Farris – Transgender Education Network of Texas

Interviewed by Sherry Hamby – Life Paths Appalachian Research Center

Lauryn has spoken before classes, lawmakers, police and other first responders, ministers, and hundreds of other groups throughout her time since coming out. Speaking at this conference is very special, and unique for her. She will briefly take the time to educate regarding terms and seeing the invisible people all around us, as well as challenging each individual to live into the platinum rule. She will share a little about her journey, but with a glimmer of pop culture recognition; asking what do we say, and do, but what do we live.

Keynote Conversation Tuesday 5/1/18 1:00pm-2:00pm

Prevention and Thriving for Vulnerable Youth: Lessons Learned Through Studies of Immigrant Youth and Positive Youth Development

Gabriel Kuperminc – Georgia State University

Interview by Nicole Yuan – University of Arizona

Dr. Kuperminc's talk will start with some consideration of the value of taking a resilience perspective in studies of child, adolescent, and youth development. This perspective is especially valuable when focusing on youth who are vulnerable to negative developmental outcomes due to their status in society (e.g., racial minority, immigrant, gender, sexual orientation, etc.) or due to exposure to significant adversity in their lives (e.g., violence exposure, poverty). Touching on some past and ongoing research studies, Dr. Kuperminc will review some lessons learned about cultural variations in resilience processes, and about strategies for creating settings that promote resilience in the context of schools and afterschool settings. Finally, Dr. Kuperminc will touch on some future directions, particularly with regard to a new interdisciplinary initiative at Georgia State University focused on "Urban Drivers of Resilient Youth."

Session A1 Monday 4/30/18 9:00am-10:15am

Bringing in the Bystander Workshop: Sexual Assault Prevention

Victoria Banyard – University of New Hampshire

This workshop will review theory and empirical research that supports bystander intervention training as a promising prevention strategy for sexual and relationship violence prevention on campuses, in schools, and in communities. Examples of bystander programs will also be described. The goal of the workshop is to provide an overview of the current state of knowledge about bystander intervention for violence prevention and to allow time for discussion with participants about how to move work on this approach forward.

Session A2**Monday 4/30/18****9:00am-10:15am*****Hot Topic Panel: Advancing Culturally Responsive Approaches with Trauma Survivors to Promote Resilience in Underserved Communities***

Moderated by Casey Keene

Casey Keene – National Resource Center on Domestic Violence

Nicole Yuan – University of Arizona

Stephanie Gilmore – Asha Kiran

Julii Green – Alliant International University

Historically, the responsibility for developing and implementing culturally responsive programs with traditionally marginalized and oppressed individuals and communities has rested on the shoulders of culturally specific service providers. Mainstream programs serving survivors of violence and trauma have often relied on this expectation, resulting in a lack of accessibility and inclusivity in their programs. All who are promoting the health and resilience of families and communities impacted by trauma and violence must engage in intentional work to bring the margins to the center. Meaningful and effective collaborations require partnerships that are equitable and reciprocal. They also benefit from a shift from deficit-focused approaches to those that identify and enhance strengths and assets of survivors, their families and communities. This moderated session will include four speakers who will discuss their work on culturally responsive resilience-based approaches with trauma survivors from African American, Alaska Native, Native American/American Indian, Indigenous, Latin@, and South Asian communities. The panel will include advocates from national and community-based programs designed to support survivors of domestic and sexual violence across life stages. It will also include scholars who have conducted research in this area. Together the panel will offer diverse perspectives across varying roles and spheres with the aim of building bridges between research and practice. Speakers will share key considerations and challenges for expanding the reach and strengthening collaborations to promote culturally responsive strategies with diverse populations. They seek to encourage the belief that work in this area must not continue to fall on the shoulders of some, but be the responsibility of many.

Session A3**Monday 4/30/18****9:00am-10:15am*****20x20 Symposium: Resilience in Family Violence***

Moderated by Kathryn Howell

Kathryn Howell***The Development and Implementation of a Camp-Based Intervention for Youth Exposed to Domestic Violence***

Kathryn Howell – University of Memphis

Amanda Hasselle – University of Memphis

Olliette Murry-Drobot – Family Safety Center of Memphis and Shelby County

When domestic violence (DV) occurs in the home, children often witness it directly or experience its aftereffects. Exposure to DV increases children's risk for psychological, social, and behavioral difficulties. Without intervention, domestic violence exposure may place children on a trajectory toward deleterious functioning that continues into adulthood. To break this cycle, intervention programs have been developed that work directly with youth exposed to DV via individual treatment or family-based services. One new model of care that is beginning to garner attention is camp-based intervention. Camp HOPE America is the first camping and mentoring program specifically designed to address the needs of youth exposed to DV. This free, one-week summer camp utilizes a resilience-focused lens to assist youth in developing positive coping mechanisms that will help them thrive in difficult environments. Camp HOPE was originally developed in California, and the present project evaluates the first dissemination of this program to a new geographical region – Memphis, Tennessee. Camp HOPE Tennessee adheres to the core mission of Camp HOPE, which is to instill a positive sense of self, others, and the future in youth exposed to DV. Guided by Hope theory and the positive youth development model, emphasis is placed on enhancing youth grit, zest, self-control, gratitude, curiosity, and social intelligence through a series of activities including mindfulness, dramatic arts, journaling, team-building games, and sports. Nightly group discussions and family-style meals build a sense of community and social support. The first iteration of Camp HOPE Tennessee was in 2017, during which 25 campers age 7-12 participated. Self-report and counselor data were collected pre- and post-camp to evaluate the program's

effects. Intervention during this developmental period could be a key element to dismantling the corrosive intergenerational effects of domestic violence; thus promoting a more positive and hopeful future for youth.

Amanda Hasselle

Changes in Self-Perception and Resilience Among Domestic Violence-Exposed Youth Participating in a Camp-Based Intervention

Amanda Hasselle – University of Memphis

Kathryn Howell – University of Memphis

Hanna Sheddan – University of Memphis

Leigh M. Harrell-Williams – University of Memphis

Millions of children witness domestic violence each year, resulting in increased risk for psychological difficulties. Camp Hope America is a weeklong summer camp for school-aged children exposed to domestic violence that aims to improve the health and well-being of these children through an evidence- and values-based curriculum. The current study examines pre- to post-camp changes in children's self-perception and resilience. Families with children aged 6-12 were recruited from a Midsouth Family Justice Center. Caregivers (N=15; MT1age=40.00; SD=12.21; 100% female; 66.7% Black) and children (N=24; MT1age=8.88; SD=1.42; 56.5% female; 75.0% Black) were interviewed separately, approximately one-month pre-camp and 5 weeks post-camp. The Harter Self-Perception Profile assessed children's perceptions of their own Scholastic, Social, and Athletic Competence, Behavioral Conduct, and Global Self-Worth. Caregivers completed the Child and Youth Resilience Measure-Person Most Knowledgeable (CYRM-PMK) about their child participating in camp. The CYRM-PMK assesses aspects of children's resilience reflected in individual (i.e., personal skills, peer support, social skills), relational (i.e., physical and psychological caregiving) and contextual (i.e., spiritual, education, cultural) domains. Paired samples t-tests were run to compare children's self-perception and resilience before and after camp. Results revealed a significant increase in campers' perceptions of their own Social Competence (MT1=17.26, SD=3.63; MT2=20.00, SD=3.21; $t(18)=-2.85, p<.05$), Behavioral Conduct (MT1=17.89, SD=3.25; MT2=19.60, SD=2.74; $t(18)=-2.81, p<.05$), and Global Self-Worth (MT1=18.72, SD=2.75; MT2=20.47, SD=3.85; $t(18)=-2.12, p<.05$) from pre- to post-camp. Results also showed significant increases in caregivers' reports of children's resilience, reflected in changes in the CYRM Total score (MT1=104.97, SD=26.61; MT2=117.48, SD=17.63; $t(20)=-2.54, p<.05$), as well as several of the CYRM subscales (i.e., Individual, Caregiver, Social Skills, Physical Caregiving, Educational). Findings highlight the potential utility of short-term, camp-based group interventions for children impacted by domestic violence, as improved self-perception and resilience may mitigate some of the deleterious long-term outcomes that these children are vulnerable to experiencing.

Cheryl Bowers

Use of Character Strengths and Mindfulness for Resilience Building in a Domestic Violence and Sexual Trauma Population

Cheryl Bowers – University of Memphis Lambuth

For those who have survived abuse, resiliency can mean the difference between recovery and defeat. Described as an “enabler of biographical reinvention,” (Ward et al., 2001) resilience enables survivors of domestic abuse or sexual trauma to reinvent themselves as strong individuals who are no longer abused. Resilience is also a key factor in the degree of impact that abuse has on an individual. Following trauma, those with higher resiliency tend to suffer fewer negative symptoms than those with lower resiliency. The aim of our ongoing project is to implement a sustainable program that builds resilience in individuals who have survived trauma. Women who are sheltered in a live-in program for survivors of sex trafficking, women who are sheltered in a safe-house for victims of domestic abuse, and individuals who are non-sheltered clients of an advocacy program for victims of sexual assault and domestic violence are included in this program. Based on the support of previous literature, three key components of our program are practicing character strengths, practicing mindfulness, and support. In our program, individuals housed in a shelter receive direct weekly training and support in using key character strengths and mindfulness practice. Also, agency advocates who have been trained in these methods implement them in the field with clients who are not in a shelter. Resilience and subjective well-being are measured before training and prior to leaving the shelter or agency. The proposed presentation will provide details of and early insights from the program.

Julie Havener

Strengths-Centered Advocacy: Building Resilience in Survivors of Intimate Partner Violence

Julie Havener – Friendship Home of Lincoln

Strengths-Centered Advocacy is a unique approach to providing individualized, strengths-based support to survivors of domestic violence and their children. The approach has been developed and implemented over the past 17 years by Friendship Home in Lincoln, Nebraska as a way to more intentionally tap into the power of resilience to assist survivors in their healing process. Through the use of the CliftonStrengths (ages 15-adult) and the Clifton StrengthsExplorer (ages 10-14) assessments, developed by the Gallup Organization, survivors and their children are given the opportunity to discover their unique personal talents and identify how this information can be applied in relevant and meaningful ways to their lives. In addition, staff and interns at the shelter also take the CliftonStrengths assessment, which allows them to provide more effective advocacy to survivors, creates a more supportive work environment and decreases the potential risk for vicarious trauma. This 20x20 presentation will highlight key aspects of Strengths-Centered Advocacy and its multiple benefits. Participants will leave inspired with new ideas to focus on strengths in their work and personal lives.

Session B1**Monday 4/30/18****10:45am-12:00pm*****Hot Topic Panel: It Takes a Community of Mentors to Build Resilience in Academia***

Moderated by Nicole Yuan

Nicole Yuan – University of Arizona

Kathryn Howell – University of Memphis

Dorothy Espelage – University of Memphis

Gabriel Kuperminc – Georgia State University

Katie Schultz – Washington University in St. Louis

Rachel Wamser-Nanney – University of Missouri- St. Louis

Traditional approaches to mentoring involve a dyadic relationship between a mentor and junior scholar. This mentorship style is expected to be sufficient in helping an individual achieve excellence in research, teaching, and service, as well as a consistent pattern of external funding. Many assume that initial pairings with mentors are satisfactory and that positive mentoring experiences are easily maintained at all stages of an academic career. The current panel of speakers challenges traditionally-held beliefs about mentorship and recognizes that such beliefs often result in disappointment and barriers to achieving success. This moderated session will include six speakers who will address the “hot topic” of how to create a diverse community of mentors to build resilience in academia. The panel will include a postdoctoral fellow, two assistant professors, one associate professor, and two full professors to provide perspectives on mentoring across a career lifespan. Topics for discussion will include how to manage a mentoring relationship that is either a good or poor fit; how to successfully end a mentoring relationship; how to handle power differentials in mentoring relationships; how to develop a community of mentors at each career stage; and how to become a better mentor or mentee. The session will conclude with recommendations for individual and system-level changes that support and incentivize communities of mentors to exist, grow, and adapt over time in order to promote resilience.

Session B2**Monday 4/30/18****10:45am-12:00pm*****Incorporating Strengths Into Your Work: The Resilience Portfolio Questionnaire***

Sherry Hamby – Life Paths Appalachian Research Center

When people dream of the future, they do not dream about avoiding depression or minimizing pain. People dream about seeking and achieving joy, love, and meaning. After many years of focusing on victimization, risks, deficits, and symptoms, health and social services are finally starting to address the ways that individual, family, and community strengths help people overcome violence and other adversities. Still, despite overall shifts to more strengths-based approaches, we still know surprisingly little about which strengths are most important for coping with adversity. There are many strengths that remain under-studied and even more for which there are few measures. Further, many measures have been written with adults or even college-educated people in mind. This workshop will describe the findings of research based on the Resilience Portfolio model, and present data from multiple mixed-methods datasets with a total sample of over 4000 people to identify key strengths and evaluate measures for a range of ages. The Resilience Portfolio Model examines strengths in three key domains: interpersonal, meaning making, and regulatory. These tools have the potential to improve assessment in research, clinical and educational settings.

20x20 Symposium: Pathways to Resilience

Moderated by Elizabeth Taylor

Wojciech Kaczowski *Sexual Health Literacy of Refugee Youths in Georgia*

Wojciech Kaczowski – Georgia State University

Currently, there are over 60 million refugees worldwide, the highest number since the end of World War II. Young adults are highly overrepresented in this population. Since early adulthood marks a critical stage of sexual development, it is important to provide young refugees with accurate and thorough knowledge about their sexual health. Studies on sexual health of refugees, however, mostly focus on older adults. Our study aims to fill this gap in research. We conducted three focus groups and 12 in-depth interviews with recently resettled refugees between the age of 18 and 21. We examined their knowledge of sexually transmitted infections (STIs), contraceptive methods, and sexual health facilities in their community. We also asked them about their primary sources of information on sexual health. Finally, we analyzed differences in responses between male and female participants. We took an inductive approach to our analysis, relying on themes to emerge from the data rather than trying to verify any pre-specified themes. Aside from their limited knowledge about abstinence and HIV/AIDS, participants reported a lack of adequate information on other STIs, contraceptive methods, or sexual health facilities. They were most likely to use online sources (e.g., Google, YouTube, Facebook) to obtain information on sexual health. The most common barriers for accessing other resources included language difficulties, lack of money, and the fear that relatives or other community members would find out about it. Female participants reported lower levels of sexual health literacy and more limited access to resources than male participants. When asked about possible ways to improve sexual health education, participants mentioned lowering costs, conducting more community outreach and providing additional online resources.

Kathryn Thomas *Yoga 4 Change: An Embodied Approach to Resilience*

Kathryn Thomas – Yoga 4 Change

Danielle Rousseau – Boston University

Yoga 4 Change (Y4C) is a nonprofit organization that offers a novel low-cost, healthy way to treat trauma and improve mental and physical health, by integrating physical movement (e.g., body forms/shapes) with thematic teachings (e.g., forgiveness, self-acceptance, vulnerability). These teachings are specifically developed for incarcerated individuals, among other underserved populations. This approach breaks down barriers and confronts emotional and physical limitations, while providing tools that help students reconstruct their thinking so they can focus on how to move through their past and start contributing back to society. Yoga 4 Change was founded in 2014 by Kathryn Thomas, a former United States Naval Aviator, who was medically-retired at the age of 29. An injury brought about physical limitations while a separation from her dream as a Navy pilot presented its own mental and emotional challenges. During rehabilitation Kathryn discovered yoga and personally experienced the benefits of the practice, both physically and emotionally. She found herself wanting to offer that experience to others who might not be able to seek it out for themselves. While stationed in Hawaii, Kathryn volunteered with the Hawai'i Yoga Prison Project, and it was here where she came to understand the power of yoga and its influence on an individual's ability to process and deal with trauma. Once she transferred back to Jacksonville with her husband, Kathryn decided to found an organization that uniquely focused on four primary populations that would most likely be dealing with trauma on a daily basis: 1) veterans; 2) vulnerable youth; 3) incarcerated men and women; and 4) those dealing with substance abuse. This presentation will provide an overview of Yoga 4 Change's model for resilience through accessible mind-body practices. The presentation will address program implementation, curriculum development and program monitoring and evaluation. Preliminary results from ongoing evaluation will be discussed.

Alli Smith *Turning Points: Exploring Key Moments of Change in an Individual's Life Story*

Alli Smith – University of Kansas

Sherry Hamby – Life Paths Appalachian Research Center

Although there is increasing knowledge about strengths and coping across the lifespan, less is known about "turning point" moments in an individual's life. Turning points are instances of profound change in life's direction, often including self-improvement and positive behavioral change. Current literature on turning points often focuses on turning points in relation to criminal behavior and recidivism, in the transition from adolescence to adulthood, or within specific relationships or families. Although any of these could certainly be included in our consideration of turning points, this study seeks to examine what constitutes the full range of key moments that people consider to change the direction of their life, including other turning points, such as, sobriety, the birth of children, or health-related events. This study examines qualitative data from 169 adult, rural Appalachian participants from the Southeastern United States. Participants were a part of a larger study on life stories, values, and the Laws of Life essay. Interview portions solely concerning turning points were isolated and coded using grounded theory analysis to determine the full range of themes that participants discussed in their description of turning points. Ultimately, this study hopes to better understand turning points within the general, adult population. With further understanding of turning points and their role in the life span, future research can examine how different types of turning points might relate to key Resilience Portfolio strengths.

Elizabeth Taylor

Mattering Across the Lifespan: When Does it Matter Most?

Elizabeth Taylor – Life Paths Appalachian Research Center

Martha Dinwiddie – Life Paths Appalachian Research Center

Sherry Hamby – Life Paths Appalachian Research Center

Purpose: Mattering is about feeling like you count and has been directly associated with overall well-being. This study will use a mixed-methods approach to exploring the impact mattering & appreciation on well-being.

Method: Participants (n=357) were between the ages of 18 and 76 (M=37.60) and 65.8% female. Participants completed a survey on resilience strengths-based coping strategies. Results were analyzed using moderator analyses to explore interaction effects of Mattering and age on well-being outcomes. **Results:** Overall, those who reported higher levels of Mattering also reported higher levels of Family Well-being, but this was qualified by a significant interaction between mattering and age. Mattering was associated with increased well-being for 18-39 year olds, but this effect was not observed for participants aged 40 and over. For Spiritual Well-being Theistic, again the same pattern of a significant interaction emerged where well-being increased for 18-39 year olds, whereas those aged 40 and over did not significantly change. Qualitative analyses revealed that most people spoke about Mattering in terms of praising and supporting others' children, and in terms of being supported by those in their surrounding social circles. **Discussion:** This study suggests that being told by others that they are proud of you or that they support you is more impactful during younger adulthood than older adulthood for family and spiritual well-being. Being able to target this concept of mattering with younger individuals would be more beneficial, whereas other strengths should be explored with older individuals.

Session C1

Monday 4/30/18

1:00pm-2:15pm

Hot Topic Panel: Addressing Trauma & Promoting Resilience in Conflict-Affected Settings: Challenges for Research and Practice

Moderated by Laura Miller-Graff

Laura Miller-Graff – University of Notre Dames

Lucy Steinitz – Catholic Relief Services

Katie Scrafford – University of Notre Dame

Tom Hare – University of Notre Dame

Karen Froming – Palo Alto University

William Froming – Palo Alto University

Over the past decade, the important role of interventions to address trauma and promote resilience in conflict-affected settings has been increasingly emphasized by major international organizations. There remain, however, significant gaps in the research literature driven, at least in part, by the historic financial support, training, resources afforded to researchers working in the global West that has resulted in a consequent dominance of this perspective in the research literature. This "hot topic" panel will draw together researchers and practitioners who have experience working in conflict-affected settings. Together, we will address pressing questions confronted by researchers and practitioners in the implementation and evaluation of evidence-based trauma and resilience programs in these settings. Citing specific examples from their experiences worldwide, panelists will address: challenges and ethical problems posed by the adaptation of treatments and

assessment instruments across cultural contexts, political and social barriers to the effective and safe research and treatment, barriers and solutions to the effective implementation of RCT protocol, cross-cultural variation in conceptualizations of trauma and resilience, and ways in which researchers and practitioners can effectively collaborate to promote the highest quality research and practice. The speakers have worked in a variety of contexts, including Egypt, Palestine, Rwanda, Honduras, Guatemala, El Salvador, Zimbabwe, Bosnia, South Africa, South Sudan, Ethiopia and Sierra Leone, and the Central African Republic. and bring a variety of perspectives, including experience in clinical practice, large scale RCT trials, treatment development and adaptation, and large-scale implementation of trauma and resilience programs across global contexts.

Session C2

Monday 4/30/18

1:00pm-2:15pm

Perspectives Symposium: Identifying Key Protective Factors: Conceptual and Empirical Models of Resilience

Moderated by Matthew Hagler

Matthew Hagler

Natural Mentoring Processes that Promote Marginalized Students' Resilience in Education: A Theoretical Model

Matthew Hagler – University of Massachusetts Boston

Longitudinal studies have highlighted long-term resilient outcomes associated with naturally occurring mentoring relationships. Among the most impactful mentoring relationships are between marginalized youth (e.g., minority, low income, immigrant students) and mentors in educational settings (e.g., teachers, guidance counselors). Disadvantaged students with school-based mentors are significantly more likely to graduate high school and college compared to their unmentored counterparts. Yet, little is known about the specific mechanisms underlying this durable impact, which appears to unfold beyond individual relationships. These gaps in knowledge, in part, can be attributed to limitations in predominant theories and research methods, which focus on static, one-on-one mentoring relationships, and are removed from specific sociocultural and developmental contexts. In this presentation, I will propose a dynamic, network-based process model of how mentors can empower marginalized students overcome the formidable barriers to their educational persistence and success. Mentors, particularly those within educational institutions, may promote students' positive help-seeking beliefs and trust in nonparent adults. These mentors possess key cultural capital, or knowledge that helps underrepresented students navigate the White, upper- and middle-class cultural norms predominant in American higher education. Mentors may also cultivate students' school-relevant selves and bicultural identities, facilitating integration into mainstream academia while affirming cultures of origin. Through these processes, previous mentoring experiences promote the formation of new mentoring relationships, enabling youth to build rich, dynamic networks of support. Unfortunately, on a larger scale, advantage and disadvantage persist due to the inequitable distribution of mentoring relationships in educational settings. The formation of these mentoring relationships may be inhibited by the same barriers and cultural hegemony they seek to overturn. Several practical and policy recommendations will be discussed.

Chloe Vercruysse

Theory of Resilience to Counter Chronic Depression

Chloe Vercruysse – University of North Carolina at Charlotte

L. Michele Issel – University of North Carolina at Charlotte

M. Lori Thomas – University of North Carolina at Charlotte

Background: Given the high prevalence of depression, its recurrence, and association with stress, the search for solutions includes consideration of resilience, particularly as a process rather than a trait. Depression may result in lower self-esteem, self-efficacy and reduced positivity, but resilience can mitigate these outcomes. The inclusion of resilience in therapeutic interventions, however, is currently limited by an insufficient theoretical base. The purpose was to develop a mid-range theory that predicts the role of resilience in remission from chronic depression. Methods: Theory synthesis was used to integrate Theory of Resilience to Depression (TRD) (Waugh & Koster, 2015) and Cognitive Adaptation Theory (CAT) (Taylor, 1983). In TRD, resilience mediates the relationship between stress adaptability and remission for long-term recovery. CAT focuses on short-term recovery through cognitive adaptation, which also indirectly influences remission via resilience by reducing recurrence likelihood. Each theory addresses a specific challenge of recurring depression. Concepts and relationships with strong, empirically validated, directional relationships to resilience were purposefully selected from the original theories and integrated into the emergent theoretical model. Although some remained unchanged, other concepts were made more concrete and new theoretical statements unfolded

during synthesis. Results: "Theory of Resilience to counter Chronic Depression" describes the relationship of cognitive adaptation and stress adaptability to chronic depression. The theory identifies processes that foster resilience by targeting both symptoms and recurrence, and provides a framework to inform therapeutic interventions. Targeting positive emotions is one pathway to remission from chronic depression that is mediated by cognitive flexibility, optimism, stress adaptability, emotional social support, cognitive adaptation, and resilience. Positive emotions enhance optimism, which heightens cognitive adaptation, and increases likelihood of remission. Implications/Recommendations:

The novel theory offers a testable framework to examine the role of resilience in interventions targeting chronic depression and encourages the development and testing of new interventions that incorporate resilience.

Marcela Weber

Gender Differences in Resilience, Meaning, and Purpose Using Factor-Analytic Techniques and Scale Scores

Marcela Weber – The University of Mississippi

Emily A. Gawlik – The University of Mississippi

Katelyn E. March – The University of Mississippi

Jeffrey M. Pavlacic – The University of Mississippi

Stefan E. Schulenberg – The University of Mississippi

Erin M. Buchanan – Missouri State University

Objective: To examine the factor structure, gender norms, and gender differences for three brief self-report measures, across three studies. The measures examined were the Purpose in Life Test – Short Form (PIL-SF), the Meaning in Life Questionnaire – Presence of Meaning subscale (MLQ-P), and the Brief Resilience Scale (BRS). Method: Online survey data were collected from students at a southeastern university in 2015 (N = 408; Study 1), from faculty and staff at the same university in 2016 (N = 336; Study 2), and from students at a midwestern university from 2015 to 2016 (N = 1457; Study 3). Results: In Study 1, men scored significantly higher on the BRS than women, indicating higher reported resilience, $t(407) = -5.36$, $p < .001$, Cohen's $d = 0.65$. Study 2 showed the same pattern with university employees, of higher reported resilience for men than women $t(335) = -2.17$, $p = .03$, $d = 0.26$. In Study 3, women scored significantly higher than men on the MLQ-P, $t(1456) = 2.07$, $p = .05$, $d = 0.15$. For the subsample of men in Study 3, the BRS had poor factor structure (CFI = .707). For all other measures and all studies, each measure loaded onto one factor (CFIs ranging from .896 to 1.000). Conclusions: Our results suggest that these brief measures differ across samples and differ by gender, regarding both the normative scores and even their factor structure. While each of these measures has been validated on other samples, we encourage researchers to remain cautious in their interpretation of results without first examining gender differences in each sample they study, using multigroup techniques and scale scores.

Annie Dumont

Cross Searches on Life Course of Young Adults Exposed to Intimate Partner Violence: Identification of Protective Factors

Annie Dumont – Laval University

Geneviève Lessard – Laval University

The presentation will be based on two research projects conducted on young adults aged between 18 to 25 years exposed to intimate partner violence (IPV) in family situations. The first project collected different perspectives of young adults concerning IPV and how these perspectives have evolved during their life courses. The second project drew a portrait of their life trajectories and what influenced the turning point in these trajectories. Both projects used the Life Course Theory and their results allowed identification of important protective factors in all the trajectories studied (school, work, family, love, friendship, mental health, etc.). After briefly presenting the methodology of the two projects, the presentation will focus on the main protective factors identified by the respondents in each trajectory. Furthermore, the presentation will discuss what these factors mean to the respondents. This significance given to protective factors is particularly relevant to understand the life courses of these young adults. It is also relevant because it could help to better understand their experiences, decisions and empowering actions on their lives as young adults. Yet, it is important to not take this significance for granted, because it can change from one individual to another. For example, some respondents mentioned that they chose a post-secondary institution, not because of its reputation, as one might think, but because it was located as far as possible from the family home. Thus, they used this move as a strategy to put a distance between them and intimate partner violence. Each of the protective factors identified can lead us to question how we, as researchers or as social workers, can stimulate these protective factors in the lives of young people exposed to IPV. In conclusion, we will further discuss how the results will affect future interventions and research.

20x20 Symposium: Resilience and the Social Ecology

Moderated by Katie Edwards

Katie Edwards***School Personnel's Bystander Action in Situations of Teen Relationship Abuse and Sexual Assault: Prevalence and Correlates***

Katie Edwards – University of New Hampshire

Stephanie Sessarego – University of New Hampshire

Victoria Banyard – University of New Hampshire

Kimberly Mitchell – University of New Hampshire

Andrew Rizzo – University of New Hampshire

BACKGROUND: We examined the rates and correlates of bystander intentions among school personnel in situations of relationship abuse (RA) and sexual assault (SA). **METHODS:** School personnel (N=1,150) from 25 high school in New England completed surveys that assessed demographic characteristics, their RA and SA knowledge, perceptions of school climate specific to RA and SA, and RA and SA bystander efficacy and bystander intentions. **RESULTS:** Across each of the types of bystander behavior measured, the vast majority of school personnel reported intentions to intervene. In the multilevel regression analyses, both proactive and reactive bystander intentions were related to higher levels of RA and SA bystander efficacy and perceptions of some domains of a more positive school climate and lower levels of RA and SA barriers to intervene.

CONCLUSIONS: These data support the utility of school-based interventions that seek to improve school climate and teach school personnel skills that enhance bystander efficacy and reduce bystander barriers in student situations of RA and SA. Although they would need to be evaluated, such interventions could promote positive bystander action among school personnel and untimely contribute to reductions in RA and SA among high school youth.

Elizabeth Self***Resilience Through Disruption? Revealing Teachers' Strengths Through Simulated Encounters***

Elizabeth Self – Vanderbilt University's Peabody College

Marie Artap – Vanderbilt University's Peabody College

Our current research focuses on the use of live-actor, video-recorded, group-debriefed simulated encounters with pre-service teachers (PSTs) to prepare them to support historically underserved students, families, and communities. While research thus far on this project has focused on how the encounters can support PSTs to recognize resilience and strengths in the students, families, and communities they will serve, we are now interested in looking at how they can (and may currently fail to) highlight these capacities in PSTs themselves, especially those who are part of a marginalized group. In our encounters thus far, this includes teachers of color, multilingual teachers, immigrant teachers, teachers with disabilities, and LGB-TQ+ teachers. In these scenarios, PSTs interact with a student, parent, or coworker, played by an actor. The scenarios enact a moment of teaching that may be common but critical, like talking with a multilingual parent about a student's reading difficulties, or less common but complex, like responding to a student's allegation of racial bias. All of the scenarios explicitly take up issues related to social identity and positioning while disrupting commonsensical notions about the work of teaching and the role of teachers. We seek to use these encounters, as part of a cycle of instructional activities, to give teachers a look at who they are in these moments, through the eyes of those they intend to serve, as an opportunity to recognize their own perspectives, limitations, and places for growth. In this 20x20 presentation, we will briefly describe what simulated encounters are, how we use them in our teacher preparation program, and what we have learned about the effectiveness thus far. We will then pose new questions we are starting to ask about the simulations related to the potential effects of the disruption on PSTs, both positively and negatively.

Rachel Wamser-Nanney ***Predictors of Maternal Support Following Children's Sexual Abuse Disclosures***

Rachel Wamser-Nanney – University of Missouri- St. Louis

Julia C. Sager – University of Missouri- St. Louis

Claudia Campbell – University of Missouri- St. Louis

Despite the importance of parental support following children's sexual abuse (CSA) disclosures, there is a dearth of research regarding the predictors of support. Much of the prior literature is limited by the use of small sample sizes and measures of support without adequately reported psychometric properties, and inadequately operationalized support, which restricts the ability to accurately identify important predictors. Further, some potentially important predictors of parental support remain unexplored including family conflict, unsupportive disclosure responses. The present study aimed to better delineate what factors influence predictors of maternal belief and support by examining the links between child, maternal, and family factors, and abuse characteristics as reported by both mothers and children. Two hundred and forty-seven treatment-seeking children ($M = 9.24$, $SD = 3.74$) and their non-offending mothers were included in the study. Select child demographic factors, aspects of the abuse, (i.e., use of penetration, repeated CSA incidents, and amount of CSA characteristics known), and abuse stressors were tied to levels of maternal belief and/or emotional support. Importantly, maternal and family characteristics, including maternal educational attainment and maternal history of CSA, were unrelated to support. Child's age and whether the abuse occurred more than once remained robust predictors of both aspects of support in multivariate analyses. The amount of information known predicted emotional support, which may signal the utility of increasing parental knowledge of the abuse to bolster their emotional support. Findings indicate that there are several factors that may influence levels of maternal support, and children who experience certain types of CSA may be at greater risk for lower levels of belief and support.

Rachel Turow

"I Felt Accomplished and Grateful Even on Bad Days": A 4-Week v University Class on the Science and Practice of Building Resilience

Rachel Turow – Seattle University

Jamie Whiteley – Seattle University

Soo Kim – Seattle University

Prior studies of universal programs on college campuses have highlighted mindfulness skills and cognitive-behavioral strategies as key components for reducing students' stress, anxiety, and depression. Meta-analyses of such programs illuminate the importance of supervised skills practice, rather than didactic instruction alone, in cultivating resilience. The current study examines the experiences of students enrolled in a 4-week, 8-session Psychology class called "Building Resilience: Science and Practice." Students were invited to complete pre- and post-class self-report questionnaires with standardized measures and open-ended questions about their experience. The course combined academic work (readings, a research paper, and reflection papers) with daily experiential practice and supervised in-class practice. Students turned in 7 "practice logs" that described their own experiences practicing 7 core resilience skills (behavioral activation, physical exercise/bodily relaxation, social support/engagement, distress tolerance, cognitive reappraisal, mindfulness, and self-compassion). Results included self-reports of increased resilience as measured by the Brief Resilience Scale (Smith et al., 2008), as well as a strong association between scores on the Brief Resilience Scale and scores on the Mindful Attention and Awareness Scale (Brown & Ryan, 2003). When asked what resilience approaches had helped them the most, students reported a range of practices, including "Spot the Success" (cognitive reappraisal), increased physical exercise, the body scan technique (mindfulness) and "Inhale my friend, exhale my friend" (self-compassion). The results indicate the feasibility, acceptability, and potential benefits of a "science and practice" resilience university class for course credit.

Brianna Stith

Promoting Resilience in Adolescents Through Parent Consultation

Brianna Stith – University of Memphis

Caché Archer – University of Memphis

Xu Jiang – University of Memphis

Mental health professionals in educational or child clinic settings, such as psychologists, counselors, and social workers, directly and indirectly support the needs of their child and adolescent clients. Adolescents are in a critical developmental period that is marked by physical, emotional, and cognitive changes, as well as the presence of risks (American Psychological Association [APA], 2002; Adams & Berzonsky, 2003). Researchers have stressed the importance of identifying protective mechanisms that aid in the resilience process and ultimately lead to healthy development (Rutter, 1987). In the presence of risk, researchers argue that warmth and genuine concern from a supportive adult serves as a protective factor (Garmezy, 1991b). Thus, healthy parent-child relationships are critical during adolescence. However, many parents experience frustration or a sense of inadequacy when addressing communication problems or other conflicts that arise with their adolescent children. When professionals work with the adolescent client directly, services typically include intervention, therapy, or assessment. Indirect services, such as consultation or training, often involve

communication with parents about their adolescent children. When working with parents, mental health professionals are often in the proper position to mitigate negative feelings from parents and reassure them of their capabilities to support their adolescents. The ultimate goal is to enhance adolescent resilience through positive changes in the family system. Characteristics of adolescence and challenges in the consultation service will be considered.

Session D1 **Monday 4/30/18** **3:45pm-5:00pm**

Hot Topic Panel: Thinking Outside of the Box: Resilience Beyond the Gender Binary

Moderated by Martha Dinwiddie

Laurn Farris – Transgender Education Network of Texas

Anne-Stuart Bell – Life Paths Appalachian Research Center

James Jurgensen – Life Paths Appalachian Research Center/The University of the South

Ryland Byars – Life Paths Appalachian Research Center/The University of the South

Using knowledge gained through lived experience and academic research, panelists will engage in an open discussion about a range of issues affecting gender and sexual minorities. Specific themes that will be explored include microaggressions, terminology, embodiment, allyship, and representation. Through this discussion, panelists will offer guidance for researchers and practitioners on gender inclusive practices and policies, as well as identify specific ways to advocate for these populations moving forward. Topics panelists will explore include: Sexual and gender diversity visual (like “genderbread man”), microaggressions, acceptable vs. unacceptable terminology, what certain identities actually mean, how to structure gender/sex questions in demographics sections of surveys, how to ask personally identifiable information on forms for patients and clients, pronouns and casual/formal identification, when it is/is not appropriate to ask people of their pronouns, what to do when you misgender someone, how to be an advocate for gender/sexual minority populations, how to correct others politely, or encourage them to be educated, inclusive and accepting, and what panelists would you like to see going forward in research and practice.

Session D2 **Monday 4/30/18** **3:45pm-5:00pm**

Hot Topic Panel: Military & Veterans Resilience Interventions

Moderated by Erin Abigail Marden

Erin Abigail Marden – Texas Tech

Jessica Strong – University of North Carolina

Kathy J. Crouch – Centerstone/Tennessee State University

This panel will address various resiliency issues and factors applicable to military service members, veterans and their families. Each panel member has conducted research in specific areas. We will address post-traumatic growth in traumatic brain injuries, resiliency and rehabilitation for veteran offenders, resiliency in military families, toxic leadership, multicultural identity, the impact of motherhood on female veterans resiliency, veterans and homelessness, stigma around military mental health, and undermanned highly restrictive programs in active military functioning.

Session D3 **Monday 4/30/18** **3:45pm-5:00pm**

20x20 Symposium: Interventions for Promoting Resilience

Moderated by Kaitlyn Alford

Maureen McHugh

The Wrong Prescription: Rethinking Medicalized Solutions to Women's Problems

Maureen McHugh – Indiana University of Pennsylvania

Taking pills when you are depressed? Or to suppress menstruation? To curb your appetite so you can lose weight? This presentation encourages women to rethink messages from the pharmaceutical industry that frame women's everyday experiences as illness as being “The Wrong Prescription.” The medicalization of women's experiences creates a demand for medical-pharmaceutical services and products, and more

importantly discourages women from critically examining and potentially changing societal attitudes towards women.

Lama Hassoun Ayoub *Restorative Circles in Schools and Courts in New York City*

Lama Hassoun Ayoub – Center for Court Innovation

Schools, courts, and communities are beginning to turn to non-traditional approaches to address crime and violence, particularly with young people. Restorative circles have become increasingly popular and have been used for criminal sentencing, school disciplinary responses, and community healing. They've also been used for foundational relationship-building and violence prevention efforts. This presentation provides an overview of the use of restorative justice circles in New York City, in both the criminal justice and school contexts. Drawing from several different studies, this presentation will discuss the use of circles, their impact, their potential limitations, and challenges to implementation.

Caroline Leyva *More Than Voices: Sexual Violence Prevention According to Youth, a Youth-Created Model*

Caroline Leyva – University of New Hampshire

Katie Edwards – University of New Hampshire

Victoria Banyard – University of New Hampshire

Although sexual violence (SV) among youth is a critical public health issue, there are few prevention initiatives that lead to reductions in SV. In addition, many prevention initiatives are set in a traditional public school setting using curriculum based initiatives. There is increasing recognition that SV prevention efforts may be most effective if youth are central to the development and implementation of such efforts. Problematically, there are no rigorously evaluated youth-led SV prevention efforts, and we also know little about the process by which youth create prevention initiatives. The current project seeks to work with a current youth-led community engagement initiative in western plains of the U.S. that focuses on addressing a variety of public health issues, including awareness about SV. This “homegrown” initiative is well-integrated in the community and is the ideal platform on which additional multi-level, evidence-based SV prevention strategies can be added. This presentation will talk about how we think about adult-mentoring and youth-created prevention model that is be co-created with substantial input from community-based partners.

Session E1

Tuesday 4/30/18

9:00am-10:15am

Hot Topic Panel: Asset-Based Advocacy with Trauma Survivors: Shifting the Paradigm from Deficit to Growth

Moderated by Casey Keene

Casey Keene – National Resource Center Domestic Violence

Casey Corcoran – Futures Without Violence

Julie Havener – Friendship Home of Lincoln

Traditional victim service approaches focus primarily on repairing harm in response to the reality that trauma disrupts and often negatively impacts survivors' lives repeatedly across the life span. However, resilience research urges us to consider the benefits of a shifting to a growth model, which begins with believing that survivors not only inherently possess the capacity for resilience, but that their very journey of survival has equipped them with tools necessary to heal and thrive. Embracing a growth paradigm for practice requires the cultivation of survivors' internal, external, and cultural assets, and intentional efforts to promote community connectedness and collaboration across systems. This moderated session will include three speakers who will discuss their use or study of asset-based strategies and impacts on trauma survivors' resilience and growth. The panel will include national, state, and community-based advocates from programs designed to support survivors of domestic and sexual violence across life stages. The panel will also include researchers who are committed to promoting asset- and strength-based models. The diverse perspectives will provide a valuable opportunity to build bridges between research and practice. Speakers will describe some of the challenges of shifting the paradigm to assets and offer some solutions for wider acceptance.

20x20 Symposium: Resilience in Vulnerable Populations

Moderated by James Jurgensen

Laura Schwartz***Event Centrality's Role in Posttraumatic Growth After a Death***

Laura Schwartz – The University of Memphis

Kathryn Howell – The University of Memphis

Prior literature has identified predictors of posttraumatic growth (PTG), with increasing interest in event centrality, or the degree to which an individual believes an event has become a core part of his or her identity. The current study aims to examine associations between event centrality and PTG, while controlling for variables that have previously been found to be related to this construct, such as time since loss, social support, individual coping, and religious coping. The sample included 288 undergraduate students between the ages of 18 and 24 ($M = 19.61$ years, $SD = 1.67$) who reported the death of a loved one. The majority of participants identified as female (77.1%) and White (56.7%). Hierarchical linear regression analyses were conducted for PTG. Independent predictors in model one included: time since loss; model two added: social support, positive and negative religious coping, problem-focused and emotion-focused engagement coping, and problem-focused and emotion-focused disengagement coping; and model 3 added: event centrality. Model one was non-significant. Model two was significant, $F(8, 288) = 17.21$; $p < .001$ and the amount of explained variance increased ($\Delta \text{adj. } R^2 = 32.8\%$; $R^2 = 33.0\%$). Model three was also significant, $F(9, 288) = 23.08$; $p < .001$, and the amount of variance explained increased ($\Delta \text{adj. } R^2 = 9.70\%$; $R^2 = 40.9\%$). Higher event centrality was associated with more PTG ($\beta = .54$; $p < .001$). Less use of problem-focused engagement coping ($\beta = -.30$; $p < .001$), more use of emotion-focused engagement coping ($\beta = .55$; $p < .001$), and more use of positive religious coping ($\beta = .83$; $p < .001$) remained significant in the final model. Findings reveal event centrality is an important aspect of PTG, in addition to coping. Interventions targeting event centrality may help bolster PTG after the death of a loved one.

Alexis Kopkowski***A New Vision for the Social Determinants of Health and the US American Indians/Alaskan Native Population***

Alexis Kopkowski – University of Arizona

The American Indian/Alaskan Native population of the United States has known for quite some time what is now well regarded and known in public health. That the health and well-being of individuals and communities is much more far-reaching and interconnected than the biomedical and individualistic view of health, which historically drove the medical profession, healthcare, and discourse. This area of research and public health practice is commonly referred to as the Social Determinants of Health (SDoH) framework and while its application has led to a more timely and one could argue, a more accurate discussion of health equity, there is still much work to be done in terms of the US meeting its obligation to provide healthcare to the American Indian/Alaskan Native population. American Indians/Alaskan Natives have suffered unjustly from health disparities at rates much higher than the general US population. According to the Indian Health Service, American Indians/Alaskan Natives continue to have higher morbidity from: chronic liver disease, diabetes, unintentional injuries, assault/homicide, intentional self-harm/suicide, and chronic lower respiratory disease. Healthy People 2020, the federal government's prevention agenda has identified five areas of focus for the SDoH and has prioritized the SDoH as one of the four overarching goals of the decade. The World Health Organization, and many other US health initiatives including the National Partnership for Action to End Health Disparities have also identified the importance of the SDoH. The five areas of SDoH include: the neighborhood and built environment, health and health care, social and community context, education, and economic stability. While the application and promotion of the Social Determinants of Health is one way to address health disparities, this presentation will discuss the ways in which the SDoH model can be adapted to best suit the needs of the American Indian/Alaskan Native community and addressing health disparities.

Xiafei Wang***The Two Faces of Trauma: Post-Traumatic Growth and Transformation of Self in Participants with Serious Mental Illnesses***

Xiafei Wang – Ohio State University

Mo Yee Lee – Ohio State University

Background: Trauma has gained increased recognition in recent decades because of the connection between trauma exposure and negative health and mental health outcomes. Trauma exposure and the process of development of serious mental illness is an intertwined, rather than separated, process. Understanding the connection and interaction of a patient's history of trauma and serious mental illness experience, as well as the patient's recovery process from serious mental illness, would be extremely important for professionals to provide trauma-informed care. **Methods:** This qualitative study employed a grounded theory approach to explore how trauma histories influenced the process of triggering, developing, and recovering from serious mental illness through in-depth interview. Participants were recruited using a snowball method through connection with mental health advocacy or self-help organizations in a Midwestern state. Four research members participated in data analysis using constant comparison method and strategies of thick description, audit trail, and member checking were employed to guarantee trustworthiness. **Results:** Findings based on 15 participants illustrated the two faces of trauma. Experiencing trauma compromised self-functions, causing difficulties such as affect dysregulation, distorted perceptions of others and interpersonal relationships, loss of control and life meaning, and existential fear, all of which negatively impacted mental health and behavior. At the same time, participants with serious mental illness were able to achieve post-traumatic growth with the "transformed-self" via self-acceptance, self-exploration, improved self-worth, and self-fulfillment. **Implications:** Professionals should develop appropriate procedures and language to provide trauma-informed screening, assessment, and treatment to address specific needs of people with serious mental illness who have experienced trauma. Meanwhile, a strength-based perspective exploring the clients' inner resources that can be used to assist mental health treatment and recovery should be adopted. Mental health professionals should incorporate clients' participation and self-determination in the therapeutic process via respectful and collaborative therapeutic relationships.

Martha Dinwiddie

Associations of Financial Strain With Domains of Well-Being in Rural Appalachia

Martha Dinwiddie – Life Paths Appalachian Research Center

Elizabeth Taylor – Life Paths Appalachian Research Center

Sherry Hamby – Life Paths Appalachian Research Center

Objective: Though research documenting poverty's deleterious effects on mental health has proliferated, a dearth of research investigating the strengths that financially-strained individuals possess that can buffer the negative mental health effects of poverty remains. The current study examines the differences between low- and high-financially strained individuals across several well-being outcomes, and strengths in meaning-making, regulatory, and interpersonal domains. **Method:** Participants were 357 individuals that completed a survey utilizing the Resilience Portfolio Model. The sample was 65.8% female, and included adults ages 18 and over, with a mean age of 37.6 (SD= 15.6). Financial strain was measured using a five-item financial strain index (FSI). In this sample, 140 participants were designated as low-strain, and 207 were considered high-strain. Nearly half of the sample (48.6%) reported not having enough money for necessary household items, almost one-in-five (19%) indicated being one month or more behind on their rent/mortgage, and more than two-thirds (68.6%) reported that it would be difficult to find \$500 for an unexpected expense. **Results:** Results indicated a significant difference between high- and low-strain individuals in multiple strengths and outcomes. Most notably, individuals with low financial-strain reported greater well-being for all indicators except spiritual well-being ($p > .001$), as well as significantly higher levels of several meaning-making strengths. Despite the deficits that high-strain individuals may possess in well-being and meaning-making, results also showed non-significant differences in other domains, with relatively negligible differences observed particularly in interpersonal strengths and spirituality/religiosity domains. **Discussion:** Results were consistent with prior research on financial strain's effects on mental health and extended that research to other indicators of well-being. Meaning-making may be a particular domain that is adversely affected by financial strain. Additionally, this study demonstrated that there are several strengths that are relatively unaffected by financial strain, and these strengths can serve as resources to help financially-strained individuals to increase well-being.

Session E3

Tuesday 4/30/18

9:00am-10:15am

First Pages: Strengthening Grants & Manuscripts

Workshop with Sherry Hamby, Victoria Banyard, Dorothy Espelage, and Jonathan Davis

First Pages is a format adapted from fiction conferences. All ResilienceCon attendees are welcome to bring 2 anonymous printed copies of either the title and abstract from a paper you are working on, or the Specific Aims page from a grant you are working on, up to 250 words (ish). Dr. Jonathan Davis will read the pages aloud

and then Drs. Banyard, Espelage, or Hamby will provide constructive comments, drawing on experiences as editors, grant reviewers, and authors. The goal is to help authors shape their arguments and increase interest in reading further. It's remarkable to a) hear someone else read your work aloud, b) hear several people's ideas back-to-back (which is analogous to what an editor or grant reviewer does), and c) see people process and comment on your work in the moment. A colleague has also described it as a "poetry reading/peer review mash-up for social science nerds," which about sums it up too! Anyone is welcome to attend the session, whether you have submitted something or not. Although we are envisioning that most submissions will be for scientific papers or grant applications (nonprofits writing service grants are welcome to participate), we are open to more clinically-oriented submissions, such as blogs for parents or clients or other materials.

Session F1	Tuesday 4/30/18	10:45am-12:00pm
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Hot Topic Panel: Questioning Ourselves: The Role of Researcher Positionality in Supporting Resilience with Underserved Youth

Moderated by Hasina Mohyuddin

Hasina Mohyuddin – Vanderbilt University
Dominique A. Lyew – Vanderbilt University
Adele V. Malpert – Vanderbilt University
Marianne P. Zape – Vanderbilt University
Anjali Forber-Pratt – Vanderbilt University

The Community Research and Action doctoral program focuses on work done to create and disseminate knowledge about how people, groups, and systems influence one another through the lens of social justice. The panelists, all from this program, chose to share projects they are undertaking to highlight aspects of positionality and what it means to be a community-based researcher and building relationships with understudied youth while fostering resiliency.

Hasina: As a Muslim researcher working with Muslim youth, it is challenging to balance the multiple roles I am asked to play in my work. In particular, I consider the differing roles of teacher, confidante, and researcher and how they manifested themselves as I facilitated focus groups with Muslim youth.

Marianne: I am a first-generation immigrant conducting migration-related research. I struggle with tensions between my personal bonds with the communities with whom I work, my position as a scholar under pressure to produce scholarship, and the power dynamic in which my participants and I are situated—wherein my (academic) knowledge is traditionally privileged over theirs.

Adele: I partner with a local non-profit to co-facilitate research and programming with high-school students. I will share my experience navigating and negotiating multiple roles, focusing on tensions between “researcher” and “volunteer practitioner”, experiential similarity and difference, professionalism and compassion, and expectations.

Dominique: As a Jamaican woman educated in the U.S., it is challenging to navigate my position as a middle-class woman studying populations in the Global South. Sometimes I worry I assume I know too much, and sometimes I focus on the ways that the participants have been oppressed more than the ways they are resilient. I offer both my own struggles as well as thoughts on resilience from the Caribbean researchers in my study.

Session F2	Tuesday 4/30/18	10:45am-12:00pm
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20x20 Symposium: Capturing Strengths: How Will We Know Them When We See Them?

Moderated by Victoria Banyard

This panel of 5 20x20 presentations will explore innovations in measuring strengths. The measures and methods described will apply to work that aims to understand strengths in research studies but also in more applied settings where methods like program evaluation are used. The methods focus on strengths across many settings including high schools, towns and tribal communities, and youth in foster care. The panel is designed to promote discussion among panelists but also with conference participants about new ways to operationalize protective factors beyond measuring a lack of risk.

Victoria Banyard ***Resilience on the Western Plains: Measuring Positive Youth Development in the Context of Sexual Violence Prevention***

Measuring strengths in the context of violence prevention is important both because “Resilience Portfolios” suggest new levers for prevention strategies that may be key moderators of prevention successes and because it helps provide a more balanced picture of youths’ strengths and challenges – information about what communities are moving toward as well as what they are trying to move away from. This 20 x 20 will describe several very brief measures chosen and adapted based on community input in a community based research project on the western plains. The strengths assessed were chosen based on key protective factors that are emerging from bullying and violence prevention literature including youth voice, community connection, emotion regulation for healthy coping, mattering, positive prevention supportive norms, future orientation. Given current school based survey climates that more frequently require active parental consent and school requests for very brief surveys we share lessons learned about creating surveys that were acceptable to middle and high school parents that capture a range of positive youth development variables that are part of a youth-led sexual violence prevention evaluation. Preliminary insights from baseline data and discussion of enrollment strategies will provide some concrete examples of discussion points.

Lama Hassoun Ayoub ***Rethinking Outcomes in Studies of Restorative and Tribal Practices: Lessons Learned and Challenges From Two Studies***
Lama Hassoun Ayoub – Center for Court Innovation

There is increased interest in indigenous, restorative, and alternative approaches to addressing school-based violence and children’s exposure to violence overall. However, the proliferation of these practices has not necessarily resulted in a simultaneous evolution in evaluating their impact. Traditional performance measures, often relying on reductions in exclusionary discipline, criminal justice involvement, or a deficit-focused understanding of violence exposure often fail to fully examine the impact of programs that aim to build relationships, improve children’s well-being and resilience, rethink accountability, and change community or school culture and norms. Drawing on findings and lessons from two studies - an evaluation of the work of two tribal communities as part of the Defending Childhood Initiative and an ongoing study of restorative justice in Brooklyn high schools – this presentation aims to engage the audience in rethinking how we measure success in rigorous, yet innovative ways.

Katie Edwards ***A New Tool for Assessing Environmental Cues of Domestic and Sexual Violence Prevention***
Katie Edwards – University of New Hampshire
Victoria Banyard – University of New Hampshire

Domestic and sexual violence (DSV) occur at alarmingly high rates and lead to a host of deleterious outcomes to victims and communities. As such, there is an increasing focus on better understanding these DSV in order to prevent these negative health behaviors from occurring. The study of domestic and sexual violence has largely relied on survey methodologies to assess victims, perpetrators, and/or bystanders’ self-reported DSV experiences (e.g., DSV victimization experiences, accepting DSV attitudes). Moreover, despite increasing calls from researcher and practitioners to focus on the broader community contexts in which DSV occur, research to date continues to focus more on individual-level correlates (e.g., personal attitudes) of DSV experiences. We also need ways to capture community contexts and visual environmental cues that may serve to promote or hinder DSV. The purpose of this 20x20 presentation is to describe a recently developed tool, Field Assessment of Action Cues for Community Engagement [FAACCE]. More specifically, in this 20x20 we describe the purpose and potential utility of the FAACCE and how the TOOL was developed. We will also present preliminary data that was collected in four New England communities (i.e., two rural towns and two small cities) using the FAACCE. Specifically, we will present descriptive data on the environmental risk (e.g., degrading images of women) and protective cues (e.g., signs that DSV is not acceptable) documented by two independent research assistants (following in depth training on the FAACCE) in the four communities. In addition to presenting preliminary, cross-sectional data collected, we will share our plans to use the FAACCE to longitudinally measure the impact of a community-wide DSV prevention initiative. Finally, we will discuss plans for refining the FAACCE based on preliminary data and the utility of the FAACCE for future research and practice.

Heather McCauley ***Using Social Network Methods to Identify Support Systems of Young Women in Foster Care***
Heather McCauley – Michigan State University

Introduction: Adolescents in foster care are more likely than their peers to use substances and engage in risky sexual behavior. However, studies suggest that positive peer influences, trusting relationships with adults, positive future orientation, and increased self-efficacy are protective factors that mitigate risk for poor health. The purpose of this study was to understand the contexts and qualities of foster youths' social networks to inform interventions aimed at bolstering social support among this vulnerable population. Methods: We conducted mixed methods social network interviews (n=22) with adolescent and young adult women ages 16-24 recruited from youth-serving agencies in the Pennsylvania foster care system. Participants completed a computer-based survey via EgoNet software, identifying 25 alters (e.g. people) in their social networks and the connections between each alter. Using a spring-embedded algorithm, network maps were generated. We then conducted face-to-face, semi-structured qualitative interviews with the network maps as a guide to understand the context and qualities of young women's social networks. Results: Women described significant trauma histories, including childhood sexual abuse and relationship violence. Despite exposure to adversity, women could identify sources of support. All participants included social service professionals on their network maps, referencing the emotional, instrumental (e.g. tangible aid) and informational (e.g. advice) support provided by these individuals. Many women described having relationships with biological families emerge in young adulthood, with support from grandparents particularly influential. Women described their networks becoming more stable over time and prioritizing friendships with others who shared common values to achieve key milestones in their young adulthood. Findings from the computer-based survey indicated that participants with more inter-alter connections indicated feeling more positive support from their social networks. Discussion: Despite exposure to adversity and network disruption, young women in foster care perceive sources of social support, which may be leveraged to positively influence health behavior.

Lisa Jones

Measuring Multi-level Context in Surveys on Youth Bias Victimization

Lisa Jones – University of New Hampshire

Introduction: Adolescents in foster care are more likely than their peers to use substances and engage in risky sexual behavior. However, studies suggest that positive peer influences, trusting relationships with adults, positive future orientation, and increased self-efficacy are protective factors that mitigate risk for poor health. The purpose of this study was to understand the contexts and qualities of foster youths' social networks to inform interventions aimed at bolstering social support among this vulnerable population. Methods: We conducted mixed methods social network interviews (n=22) with adolescent and young adult women ages 16-24 recruited from youth-serving agencies in the Pennsylvania foster care system. Participants completed a computer-based survey via EgoNet software, identifying 25 alters (e.g. people) in their social networks and the connections between each alter. Using a spring-embedded algorithm, network maps were generated. We then conducted face-to-face, semi-structured qualitative interviews with the network maps as a guide to understand the context and qualities of young women's social networks. Results: Women described significant trauma histories, including childhood sexual abuse and relationship violence. Despite exposure to adversity, women could identify sources of support. All participants included social service professionals on their network maps, referencing the emotional, instrumental (e.g. tangible aid) and informational (e.g. advice) support provided by these individuals. Many women described having relationships with biological families emerge in young adulthood, with support from grandparents particularly influential. Women described their networks becoming more stable over time and prioritizing friendships with others who shared common values to achieve key milestones in their young adulthood. Findings from the computer-based survey indicated that participants with more inter-alter connections indicated feeling more positive support from their social networks. Discussion: Despite exposure to adversity and network disruption, young women in foster care perceive sources of social support, which may be leveraged to positively influence health behavior.

Session F3

Tuesday 4/30/18

10:45am-12:00pm

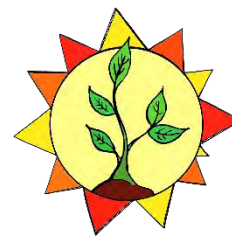
How to Write a Reflexivity Statement

Workshop with Sherry Hamby

Reflexivity statements (also called “positionality” statements) are alternatives to the conventional professional biosketch. One definition of reflexivity is “an attitude of attending systematically to the context of knowledge construction, especially to the effect of the researcher, at every step of the research process.” (Robert Wood Johnson Foundation, <http://www.qualres.org/HomeRefl-3703.html>). It is now cutting edge even in physics to acknowledge that the presence of the researcher always has an impact on a study. For many years in

qualitative and feminist work, there has been a movement to encourage disclosures of researchers' lenses as they approach research questions. Reflexivity statements can feel radical even by acknowledging the most basic and apparent qualities about someone, such as race, gender, sexual orientation, country of birth, and other attributes that influence one's social standing. One's "standpoint" (in Sandra Harding's term) will inevitably affect all kinds of decisions in the research process, and a more transparent research process would acknowledge this. Reflexivity statements are becoming increasingly common. Indeed, I was recently required to complete one as part of a foundation-funded project and asked to include one by reviewers in a recent qualitative paper. Writing them can also be powerful experiences, as they provide an opportunity to think about the reasons you have chosen this particular career path and your particular research or policy issues. Whether you include such statements in all of your professional work or not, they can increase your self-awareness and hence your power as a researcher, policymaker, educator, or advocate. This workshop will introduce the basics of reflexivity statements, provide some examples, and create a space to discuss and write about your own professional standpoint.

ResilienceCon Co-Chairs



Sherry Hamby

Sherry.hamby@gmail.com

Sherry Hamby, Ph.D. is Director of the Life Paths Appalachian Research Center and co-chair of ResilienceCon. She is also Research Professor of Psychology at the University of the South and founding editor of the APA journal *Psychology of Violence*. A licensed clinical psychologist, Dr. Hamby has worked for more than 20 years on the problem of violence, including front-line crisis intervention and treatment, involvement in grassroots organizations, and research leading to the publication of more than 150 articles and books. She is best known for her work on poly-victimization and developing measures of violence. She has served on numerous advisory boards, including the Board of Scientific Counselors at the CDC's National Center for Injury Control & Prevention. Her awards include the 2017 Award for Outstanding Contribution to the Science of Trauma Psychology from the Trauma Psychology Division of the American Psychological Association. Dr. Hamby's work has appeared in the *New York Times* and several other media outlets. Dr. Hamby's recent work focuses on the "ordinary magic" of resilience that is attainable even after significant adversity.



Vicki Banyard

Victoria.banyard@unh.edu

Victoria Banyard, Ph.D. is Co-Chair of ResilienceCon and co-investigator on the first Resilience Portfolios project. She is also a Professor in the Department of Psychology at the University of New Hampshire. Dr. Banyard is best known for her work on bystander approaches to violence prevention, including developing the Bringing in the Bystander program. Her research also focuses on understanding the strengths and challenges of women facing stresses such as poverty and family violence and has a longstanding interest in resilience among trauma survivors and others experiencing overwhelming stressors. She has served as an advisor to the Office for Violence Against Women at the U.S. Department of Justice and the National Sexual Violence Resource Center, among other agencies. She has received grant funding from the Centers for Disease Control, the National Institute of Justice, and other organizations. She is author or co-author of more than 100 scholarly publications, including *Toward the Next Generation of Bystander Prevention of Sexual and Relationship Violence: Action Coils to Engage Communities* (Springer, 2015).

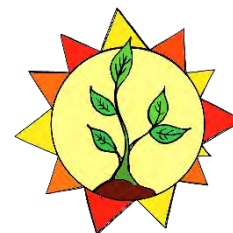


Nicole Yuan

nyuan@email.arizona.edu

Nicole Yuan is an Associate Professor in the Mel and Enid Zuckerman College of Public Health at the University of Arizona. She received a doctoral degree in clinical psychology from Bowling Green State University. In 2011, she received a Master's degree in public health from the University of Washington. Nicole is Principal Investigator of a Sexual Violence Prevention and Education Program supported by the Arizona Department of Health Services with pass through funds from the Centers for Disease Control and Prevention. She is also the Clinical Director for the Arizona Smokers' Helpline. Nicole's research interests include risk and protective factors of alcohol misuse and interpersonal violence among American Indian and other at-risk populations, violence against women across the lifespan, and research ethics and community-based participatory research methods.

Life Paths Team



Martha Dinwiddie

Martha Dinwiddie is a Post-Baccalaureate Research Fellow at the Life Paths Appalachian Research Center. In 2017, Martha graduated summa cum laude from The University of the South, with a double major in Psychology and Women's and Gender Studies. As an undergraduate, Martha was actively involved with the Bairnick Women's Center for two years, a residential center that coordinates educational and activist programming about gender, sexuality, race, and other marginalized identities. Martha has worked on several research projects with Life Paths, including studies on biased-based youth bullying, youth firearm exposure, and resilience studies in both youth and adults. She is particularly interested in understanding the impact of poverty and financial strain on resilience and investigating what protective factors help to buffer the deleterious effects of poverty on the Appalachian population. After her time at Life Paths, Martha wants to continue to pursue research on the impact that institutions and policy have on individuals and communities, and hopes to obtain a J.D. with a focus on feminist legal theory.



Elizabeth Taylor

Elizabeth (Liz) Taylor, M.S., is a Visiting Instructor of Psychology at The University of the South, teaching Research Methods and Data Analysis. She is also the Project Manager for the Life Paths Appalachian Research Center and has 5 years of professional experience in the field of psychology. Her BA in Psychology and MS in Experimental Psychology are from Augusta University. During her time with Life Paths, Liz has served as Project Manager on grants from the National Institute of Health, the National Institute of Justice, the Digital Trust Foundation, and the John Templeton Foundation. Her main research interests include the impact of narrative writing, patterns of meaning making, intimate partner violence and the role of bystanders, and third-party perceptions of same-sex and cross-sex relationships. Liz has several peer-reviewed publications featured in journals such as Psychology of Violence, Journal of Interpersonal Violence, and Psychological Trauma. Her work has been presented at multiple conferences including the American Psychological Association and the Association for Psychological Science.



Kaitlyn Alford

Kaitlyn Alford is a student at The University of the South, anticipating to graduate in 2019, double majoring in Psychology and English with a minor in Neuroscience. Kaitlyn has been addressing issues related to trauma and crisis in a variety of settings, including in an emergency group home, a suicide crisis line center, sexual and domestic violence agencies, and in schools. In these settings she has worked with victims across the lifespan, from children to elders. She was drawn to the University of the South because of the opportunities she saw for community work and research. During her time at the university she has conducted research on sexual assault attitudes on campus and worked with task forces and student organizations on sexual assault prevention. As a student intern with the Life Paths Appalachian Research Center, she is excited to have the opportunity to further explore the resiliency she has seen demonstrated by the survivors she has had the privilege to work with in the past. She is currently examining gender differences in how regulatory strengths contribute to overall well-being.



Ryland M. Byars

Ryland Byars is a research intern at the Life Paths Appalachian Research Center, under the direction of Dr. Sherry Hamby. Ryland is an undergraduate student, and a Psychology major at The University of the South, been an active contributor and resident of the Gender and Sexual Diversity House and the Culture and Literature House, where she was responsible for organizing community events and maintaining community engagement centered around LGBTQIA+ culture. Ryland plans to continue her education, eventually obtaining a PhD in Human Sexuality with a potential concentration in Clinical Practice or Sexuality Policy Leadership. She aims to continue serving underserved populations. Other directions of research that she is interested in and involved in include: psychological and coding approaches to artificial intelligence and financial analysis, as well as statistical analysis of sexually related medical procedure and practices, with a focus on minority groups, sexual dysfunction, and disabilities.



Tori Collins

Tori Collins is a current sophomore at The University of the South, majoring in psychology and minoring in neuroscience. She is interested in development of adolescents, resilience, and coping with different psychological problems. Currently she is volunteering as a research assistant with Life Paths Appalachian Research Center, studying adversity and resilience. At the University of the South, she is working as a teaching assistant and is doing research under the guidance of Dr. Katherine Cammack. This research includes completing a literature review of applicable programs for substance prevention use in Southern Appalachia. It also includes development of a survey on adolescent opinions, attitudes, and use of substances. She had exposure to counseling of adolescent trauma victims at Village Counseling in Gainesville, Florida, working under the guidance of Robert Edelman. She has been inducted into the University of the South honor society, Order of the Gown. Victoria aspires to participate in a summer psychology-related internship and hopes to attend graduate school and pursue a career in counseling.



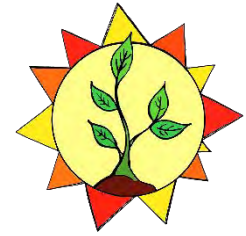
James Jurgensen

James Jurgensen is a senior at The University of the South, majoring in Psychology while minoring in Politics and Anthropology. Since being selected for the University of the South's Bonner Service Internship and Leadership Program as incoming first-year student, James has worked in the community as a youth empowerment mentor at South Pittsburg High School, a diabetes educator at a free clinic in Winchester, and a logistics coordinator for SWECC: Sewanee Women Engaging & Empowerment Community. Currently, he leads the design and development of the Bonner Program's curriculum and assessments. In 2017, James also completed a philanthropy internship that included training potential applicants on writing grants, reviewing grant applications, and making \$30K in awards to local nonprofits. James's research has primarily focused on evaluating and increasing access to postsecondary education for students with learning disabilities. He is a co-investigator on a grant from the Associated Colleges of the South (ACS) aimed to increase faculty usage of inclusive pedagogy. He is the first student to be named as an investigator on an ACS grant. He has also been inducted into the Order of the Gown and Psi Chi Honor Society. Immediately following graduation, James will be moving to Boston to join Accenture as a strategy analyst. He also plans to pursue a Ph.D. in clinical psychology.

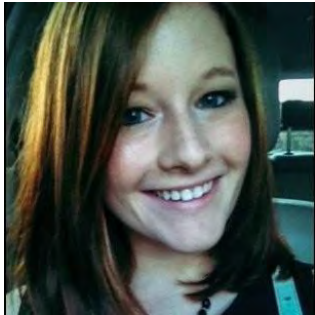


Kasey Marshall

Kasey Marshall is a baccalaureate candidate majoring in psychology at The University of the South. She graduated from the North Carolina School of Science and Mathematics in 2014 and is a current independent study student at Life Paths Appalachian Research Center. She is a statistics tutor and enthusiast. Kasey recently coauthored a review published in *PsycCRITIQUES* and plans to pursue a graduate program in clinical psychology.



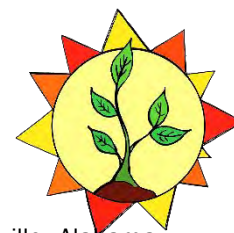
ResilienceCon Staff



Elise Krews

Elise Krews is a graduate research assistant at Vanderbilt University. She is currently enrolled in the Vanderbilt University Community Development and Action Master's Program and anticipates graduating in 2018. She received her bachelor's degree in biology at Centenary College of Louisiana in 2014.

ResilienceCon Program Committee



Jonathan Davis

Jonathan Davis, Ph.D., LMFT, CFLE, is a native of Huntsville, Alabama. He graduated from the Georgia Institute of Technology in 1992. After two and a half years working as a missionary in Russia, he pursued graduate education at Abilene Christian University and earned a Ph.D. from Purdue University, where he concentrated in marriage and family therapy. In his doctoral program, Jonathan received specialized training in Medical Family Therapy in Rochester, New York before coming to teach at Samford University in 2002. Jonathan and his colleagues have presented at many national and regional conferences, and local workshops. He has published articles in the Journal of Systemic Therapies, Journal of Applied Gerontology, Family Relations, and the Journal of Psychology and Christianity. From 2012- 2016, he directed a Department of Justice consortium grant for five institutions in the Birmingham area aimed at addressing the problem of campus violence, and he is excited about developing scholarship in this area.



Casey Keene

Casey has served in various roles at NRC DV since 2001, where she provides programmatic oversight to the technical assistance, training and resource development initiatives of the Programs & Prevention Team. Casey provides leadership to key initiatives including Prevent IPV and VAWnet, two premier online resource libraries offering tools for preventing and responding to gender-based violence. Specializing in issues related to children's exposure to domestic violence, Casey co-leads the Adult Children Exposed to Domestic Violence (ACE-DV) Leadership Forum and provides national level technical assistance and training on childhood trauma and resilience. Casey is a Licensed Social Worker and graduate field instructor who earned her Master's in Social Work from Temple University and has been active in the movement to end domestic violence for over 16 years.



Anjali Forber-Pratt

Anjali J. Forber-Pratt, Ph.D. is Assistant Professor at the Department of Human & Organizational Development at Vanderbilt University. She is also a member of Vanderbilt's Kennedy Center for Research on Human Development. Her research agenda adopts a social-ecological framework and looks at issues surrounding identity, equity and empowerment for individuals who are different in some way, with a large focus on disability. Dr. Forber-Pratt has a strong background in qualitative methodology. Her work cuts across education (elementary, secondary, postsecondary), sports, work, and community contexts. Dr. Forber-Pratt presents regularly at state, national, and international conferences. The American Association of People with Disabilities (AAPD) has recognized her leadership abilities by awarding her the prestigious 2013 Paul G. Hearne Leadership Award, given to emerging leaders within the national disability community. She was honored by The White House as a Champion of Change in 2013 and had an opportunity to participate in a roundtable discussion with President Obama about disability policy issues.



Kathryn Howell

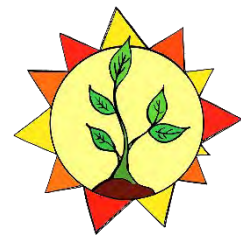
Kathryn H. Howell, Ph.D., is an Assistant Professor in the Department of Psychology at the University of Memphis. She received her PhD from the University of Michigan Clinical Psychology program and completed a postdoctoral fellowship in the clinical child and adolescent track of the University of Michigan Department of Psychiatry postdoctoral training program. Dr. Howell's research centers on young children exposed to potentially traumatic events, such as family violence and parental loss. She examines pathways to risk and resilience in these children. She is also a licensed psychologist with health service provider designation in the state of Tennessee.



Laura Miller-Graff

Laura Miller-Graff is Assistant Professor of Psychology and Peace Studies and a core faculty member of the Kroc Institute for International Peace Studies. She earned her Ph.D. in clinical science from the University of Michigan in 2013. Working within an ecological framework, Miller-Graff's research seeks to understand how various systems (i.e. individual, family, and community) interact to promote or inhibit healthful development following violence exposure. With a focus on children who have multiple traumatic exposures, she investigates resulting patterns of resilience and psychopathology, including the development of post-traumatic stress symptoms. Miller-Graff also seeks to identify effective intervention practices for children and families affected by violence. Specific aims of this work include identifying culturally appropriate assessment and treatment practices and developing efficacious and cost-effective psychosocial interventions that can be readily disseminated in conflict-affected settings.

ResilienceCon Attendees



Maria Alejandra Arce

M. Alejandra Arce is a clinical psychology doctoral student at Georgia State University. She graduated from Florida International University in 2014 with a Bachelor of Arts in Psychology and Criminal Justice, and is a member of the Phi Beta Kappa and Psi Chi honor societies.



Sana Abdelkarim

Sana is a Fulbright Scholar. She holds a Master of Public Administration with a concentration in Health Management, and Gender Policy from the University at Albany. In her native Libya, Sana worked at the International Medical Corps as a Gender-Based Violence Program trainer and Child Protection Officer. In this capacity, she collaborated with experts to develop training modules designed to prepare healthcare professionals to effectively serve survivors of domestic violence and sexual assault. Additionally, she worked with Libyan government officials, community workers, and practitioners to develop Standard Operating Procedures to support survivors of domestic violence and sexual assault. Her interests include human rights, women policies and international development. In 2012 Sana earned a Bachelor of Science in Pharmaceutical Sciences from Benghazi Medical University.



Marie Artap

Marie Joyce Artap is a sometimes wannabe aspiring Filipina scholar, writer, and community organizer, born in Oakland and mostly raised in the suburbs of Los Angeles. She did her undergraduate at UC Berkeley, and is currently an M.Ed. student at Vanderbilt Peabody College, where she thinks about schooling and education from a critical theories framework. Some of her research interests in education include coloniality and colonialism, critical race and Whiteness studies, neoliberalism, intersectionality, and critical pedagogy and praxis. She hopes her current and future endeavors will center justice through collective power and liberatory praxis.



Paloma Baldovinos

Paloma Baldovinos serves as a Family Advocate with Caminar Latino, a non-profit domestic violence program for Latino families. She has been involved with Caminar Latino's youth program for almost 2 years and uses her experiences as a youth witness of violence to help other children. Paloma has also worked with youth as a program coordinator and facilitator for a family centered religious education program as well as mentor and tutor to youth in her community. Her main areas of interest are violence prevention with youth, leadership and personal development, and community engagement. Paloma was originally born in California and raised in Georgia.



Anne-Stuart Bell

Anne-Stuart Bell is a recent graduate of The University of the South, with a double major in Psychology and Women's and Gender Studies. After graduating, they decided to pursue a career in education, choosing to stay in Tennessee. Their past research has focused on youth resiliency, as well as the psychomedical model of treatment for transgender and gender non-conforming people. Having experience with neuropsychology, specifically emotional regulation and cognitive control, they became interested in working with young adults to try and improve mental health outcomes and academic achievement. Currently teaching English as a Second Language in Memphis, they plan on returning to academia in the future, with a focus on developmental and social psychology.



Cheryl Bowers

Masters in General Psychology, University of Memphis
Ph.D. in Cognitive Psychology, University of Memphis

I'm in my 20th year as psychology faculty at Lambuth in Jackson, TN, first as an associate professor of psychology at Lambuth University for 15 years, and continuing as a senior lecturer in psychology on the Lambuth Campus with University of Memphis. My early career interest was in applied community psychology and cognitive psychology. Four years ago, my interest shifted to include positive psychology. Current projects include applying positive psychology in local community programs as well as the relationship of cognition to positive disposition and affect.



Eleni Bruzik

Eleni Bruzik is an undergraduate student at the University of New Hampshire. She is a political science and sociology double major and will be graduating in May 2018. She has been working with Dr. Heather Turner as a research intern on understanding youth attitudes on firearm safety practices. Eleni will be attending law school in fall 2018.



Rufaro A. Chitiyo

Rufaro Chitiyo graduated from Tennessee Technological University with a Ph.D. in Exceptional Learning with a specialization in Young Children and Families. Her research areas of interest include child abuse and neglect and other types of family violence that affect young children. She is also interested in how individuals bounce back from adversity. Rufaro is currently an assistant professor of child development, middle childhood development, adolescent development, family violence across the lifespan, and intercultural competence in the School of Human Ecology at Tennessee Technological University.



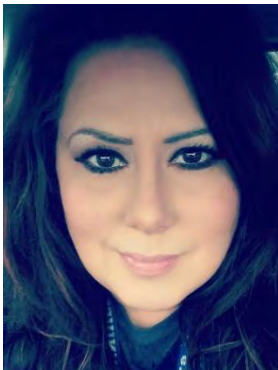
Shania Cole

Shania is a graduate student studying clinical psychology at Murray State University. She graduated from the University of Central Missouri in 2017. Shania is a student of Dr. Esther Malm and will be presenting her work on the effects on parental incarceration on children.



Casey Corcoran

Casey Corcoran is a Program Director with the Children & Youth Program and works with grantees, partners, and programs around issues of trauma-informed practices, children's exposure to violence, college sexual assault, and working with men who have used violence. Casey received his M.A.T. from Trinity College and is a certified batterer/dating violence intervention counselor.



Kathy Crouch

Tennessee State University, Nashville, TN M.S. Counseling Psychology
2017 Research interests: Resilience, Trauma, Suicidality, Schizophrenia, Grief, Multicultural Identity, Social Media Influence
Current position: School-Based Psychotherapist with Centerstone working with Teens. I am a military spouse of 22 years. My husband retired in 2016 at Ft. Campbell.



Raygn Denton

Raygn Denton is a graduating senior at Tennessee Tech University with a degree in Human Ecology and a concentration in Child Development and Family Relations. She is also graduating with a minor in Psychology. She plans to start her Master's degree in Social Work at UTK in the fall. Raygn is passionate about empowering and equipping children and families with the resources they need to thrive.



Annie Dumont

Annie Dumont is a Ph. D. student in Social Work at Université Laval, Quebec City, Canada. She has five years of experience as a social worker working with children exposed to intimate partner violence and their mothers. Currently, she is a teaching assistant for students in the Bachelor of Social Work and she is also a research assistant on projects related to exposure to intimate partner violence exposure.



Matthew Dykas

Matthew Dykas is a developmental psychologist whose expertise and theoretical interests lie in the area of children's and adolescents' social and emotional development. His current research program focuses principally on understanding how children and adolescents cognitively represent their experiences in close social relationships and how such cognitive representations are connected to the ways in which these individuals process social information and behave towards others.



Katie Edwards

Katie Edwards is an assistant professor of psychology and women's studies, and faculty affiliate of Prevention Innovations and the Carsey School of Public Policy. Dr. Edwards joined the UNH faculty in 2011 after completing her clinical internship at the Vanderbilt University-Department of Veteran's Affairs Consortium in Nashville Tennessee. She earned her Ph.D. in clinical psychology and graduate certificate in women's studies from Ohio University. Dr. Edwards teaches undergraduate and graduate-level classes on topics related to clinical and counseling psychology, women and gender studies, and interpersonal violence. Dr. Edwards' interdisciplinary program of research focuses broadly on better understanding the causes and consequences of interpersonal violence, primarily intimate partner violence (IPV) and sexual assault (SA) among adolescents and young adults. Specific areas of current research focuses on risk and protective factors for IPV and SA perpetration, victimization, and bystander intervention; disclosure, leaving, and recovery processes among survivors of IPV and SA; and individuals' reactions to participating in IPV and SA research. Dr. Edwards uses this research data to develop, implement, and evaluate IPV and SA prevention, intervention, and policy efforts.



Dorothy Espelage

Dorothy L. Espelage, Ph.D., is Professor of Psychology at the University of Florida. She is the recipient of the APA Lifetime Achievement Award in Prevention Science and the 2016 APA Award for Distinguished Contributions to Research in Public Policy, and is a Fellow of APS, APA, and AERA. Dr. Espelage is best known for influential work on bullying and numerous randomized control trials of violence prevention programs, leading to more than 175 publications. Her work is particularly notable for her focus on translating empirical findings into prevention and intervention programming. This work has been funded by the CDC, the U.S. Department of Justice, and numerous other agencies. She has served as an advisor to the White House, members of Congress, and the Department of Health and Human Services on bullying and bully prevention. Her quest to end bullying, homophobic teasing and other forms of peer violence has led her to strengths-based approaches, including SEL and programs such as Sources of Strength, which emphasize positive peer norms, generosity, and other strengths.



Lauryn Farris

Lauryn Farris, M.S. is a transgender woman with a history of advocacy at the local, state and national levels. She currently serves as Regional Coordinator for the Transgender Education Network of Texas, board member for the Pride Center of San Antonio, and support coordinator for PFLAG San Antonio. She was chosen for The Trans 100 in 2015, a recognition of the 100 most influential trans activists, and her family was featured in the Huffington Post series Let Love Define Family. She has been involved in numerous LGBTQ organizations and presents locally and nationally on transgender inclusion for a wide range of human service organizations, including working as a National Educator for the Human Rights Campaign's workshop series, "Gender Identity and Our Faith Communities." Ms. Farris also owns and operates Farris Family Film and Photography, and has served as Minister of Church Life for the Metropolitan Community Church in San Antonio. She has a Master's Degree in counseling and student services from the University of North Texas. Her awards include the Vela Award by Pride Bigger than Texas, the Community Leadership Award from the Stonewall Democrats of San Antonio, and the Public Citizen Award from the NASW. In addition to the feature in the Huffington Post, Lauryn's advocacy has been covered by numerous other media outlets, including the New York Times and Fox San Antonio.



Bill Froming

Dr. William Froming has been interested in using a combination of online education and on the ground practice to train mental health professionals around the world. He founded PAU's program in Global Advancement of Counseling Excellence (GACE). The program trains master's level counselors in China and is expanding to other countries. It addresses a severe shortage of mental health professionals in many countries around the world. He is also helping to shape PAU's initiative in Global Mental Health of which GACE is a key component. Dr. Froming's background is in personality and social psychology. He focuses primarily on social development and the process by which social norms are internalized by children. This is thought of as the development of self-regulation. He is also interested in genocide and the common features shared by genocides of the 20th century.



Karen Froming

Karen Bronk Froming, Ph.D., ABPP-ABCN, is a board certified neuropsychologist, Adjunct Faculty at Palo Alto University and Assistant Clinical Professor of Psychiatry at the University of California in San Francisco where she is responsible for teaching clinical interviewing, differential diagnosis, case conceptualization, neuropsychological assessment, neuropsychology of trauma, and brief therapy. She supervises both Fellows in Clinical Psychology and Residents in Psychiatry.



Emily Gawlik

Emily Gawlik is a member of the Sally McDonnell Barksdale Honors College at the University of Mississippi. She is a senior, majoring in Psychology and minoring in Political Science and Classics. Her research interests include disaster mental health and related concepts of positive psychology like resilience, meaning in life, and post-traumatic growth. She is also interested in the dissemination and implementation of evidence-based programs and services and the multitude of ways in which technology and social science can interface to improve emergency preparedness through education and broadened awareness. She plans on pursuing a doctoral degree in clinical psychology and hopes to continue her studies in an interdisciplinary context, with continued emphasis on determining how best to cultivate growth and bolster well-being in communities and individuals affected by natural disasters and episodes of mass violence. In her spare time, she enjoys collecting records, playing bar trivia, and following Premier League soccer.



Stephanie Gilmore

Stephanie Gilmore is an antiracist and queer-positive feminist activist, educator, and writer who engages and seeks to empower young people to engage in collective action for a world without violence. She speaks frequently on college campuses about sexual violence, college campus culture, and historical and contemporary activism. In the academic world, she has won awards for her scholarship, teaching, and contributions to the community. She is the editor of *Feminist Coalitions: Historical Perspectives on Second-Wave Feminism in the United States* (University of Illinois Press, 2008) and the author of *Groundswell: Grassroots Feminist Activism in Postwar America* (Routledge, 2013) as well as the author of numerous articles and chapters on activism, feminist sex and sexuality, and sexual labors.



Julii Green

Dr. Julii Green, is an Eastern Band Cherokee and African American Assistant Professor and clinician. She has taught for over four years in the Clinical PsyD Dept. at the California School of Professional Psychology/Alliant International University (San Diego). Where she teaches Multicultural Competency & Development, Ethnic Families, and Theories of Personality and Psychopathology: Behavioral/Social Learning. Dr. Green serves as the co-chair for I-MERIT (Inclusive Excellence) for the San Diego Campus. She obtained her PhD in clinical psychology from the University of North Dakota and completed postdoctoral studies at UC Berkeley (School of Public Health, Pacific Inst. for Research & Evaluation) and UCSF (Child Trauma Research Program). Dr. Green is the past president of APA Div. 35 (Society of the Psychology of Women), sec. 6 (Alaska Native/American Indian/Indigenous women) and has worked in community mental health for over 14 years.



Matthew Hagler

Matthew Hagler is a third-year Ph.D. student in clinical psychology at the University of Massachusetts Boston, where he works with Dr. Jean Rhodes in the Center for Evidence-Based Mentoring. His research focuses on the antecedents, processes, and outcomes of naturally occurring relationships between youth and nonparent adult mentors. Matt is also a therapist at UMass Boston's Counseling Center and on the Student Editorial Board of the Journal of Community Psychology. Previously, Matt graduated from the University of the South (C'13), completed a Fulbright fellowship in Turkey, and worked as Project Manager at the Life Paths Appalachian Research Center.



Tom Hare

Tom Hare is a senior technical associate in NDIGD's Applied Innovation Division. In this role, he develops, implements, and evaluates international development programs. Hare's research primarily examines rule of law and human rights programs in Central America. His experience in design, implementation, and evaluation of international development programs includes work funded by the Department of State, U.S. Agency for International Development, United Nations, and private donors. Hare's book on citizen security policies in Central America (Fordham University Press) is due out in 2018. Additionally, he has conducted programs and research fieldwork in Spain, Lithuania, Bosnia, South Africa, Uganda, and throughout Latin America and the Caribbean.



Amanda Hasselle

Amanda J. Hasselle, M.S., is a third-year student in the Clinical Psychology doctoral program at the University of Memphis. She received her Bachelor of Arts degree in Psychology from Trinity University. Her research interests include understanding the roles of personal and environmental factors in promoting resilience in the face of childhood adversity and using that understanding to develop and evaluate interventions aimed at enhancing resilience among children deemed "at-risk" for impaired social, cognitive, and emotional functioning.



Lama Hassoun Ayoub

Lama Hassoun Ayoub is a Deputy Research Director at the Center for Court Innovation. She is currently co-principal investigator of a randomized controlled trial evaluating restorative practices in New York City public schools. She is also project director on a comprehensive city-wide mixed-methods study of school safety, security, and discipline in New York City and a quasi-experimental study of neighborhood-oriented probation. She has recently completed work on the cross-site evaluation of the Defending Childhood Demonstration Program, as well as two randomized controlled trials, one evaluating the Harlem Parole Reentry Court and the other evaluating a teen dating violence prevention program in schools in the Bronx. Her research interests lie at the intersection of criminal justice, education, psychology and public health. She received her graduate degree from Harvard University.



Julie Havener

Julie Havener, LMHP, LPC, serves as a mental health therapist and Coordinator of Strengths-Centered Advocacy Services at Friendship Home in Lincoln, Nebraska. Friendship Home provides emergency and transitional shelter and an array of strengths-based support and services to survivors of intimate partner violence and sexual assault and their children. Julie has over 17 years of experience as an advocate working directly with survivors and has a genuine passion for helping individuals discover and apply their personal strengths. Currently, as a Licensed Mental Health Practitioner, she provides strengths-centered counseling to survivors at Friendship Home. As the creator of Friendship Home's Strengths-Centered Advocacy curriculum, she also conducts training for programs who are interested in implementing Strengths-Centered Advocacy. Julie is also a Certified Gallup Strengths Coach. She presented at the 2nd World Conference of Women's Shelters in Washington, DC in 2012, and the 3rd World Conference of Women's shelters in The Hague, Netherlands in 2015.



Mary Ann Hollingsworth

Mary Ann Hollingsworth is an assistant professor at the University of West Alabama. She has sixteen years of experience as a counselor, 20 years' experience as an officer of the United States Army, and 10 years' experience teaching in higher education. She currently teaches students preparing to be school and community mental health counselors. Her primary research interests and innovative work have been on learning and counseling through a paradigm of wellness and the whole person and service learning to promote skills building and difference making with communities.



Lacy Jamison

Lacy E. Jamison, B.A., is a first-year graduate student in the Clinical Psychology doctoral program. She received her Bachelor of Arts degree in Psychology and Child Development from The University of Memphis in 2015. Her research interests include examining resilience and coping among individuals exposed to childhood adversity, particularly childhood loss and childhood trauma. She is the lead graduate student coordinating the NIH-funded Examining Resilience in Youth Exposed to Adversity (PaTH Kids) Study. Lacy is also currently working on completing her Master's thesis regarding the effects of smoking on depression in violence-exposed women.



Lisa Jones

Lisa M. Jones, Ph.D. is a Research Associate Professor of Psychology at the University of New Hampshire and senior faculty at the Crimes against Children Research Center (CCRC). She has over 15 years of experience conducting research on child victimization with a focus on epidemiological studies, measurement development, and evaluations of child victimization prevention and intervention efforts. She was recently awarded a grant by the U.S. National Institute of Justice (NIJ) to direct a 3-site study to develop and pilot a Youth Bias Victimization Survey (Y-BVS). She has published several papers on the epidemiology of bullying and online youth victimization in the U.S. She recently completed work as a Stoneleigh Foundation Fellow with the School District of Philadelphia to promote the adoption, implementation, and sustainability of social emotional learning and bullying prevention programs in urban settings. Dr. Jones has published over 50 research articles and reports on child victimization in medical and psychology journals and presents regularly on topics of child victimization and evidence-based prevention, nationally and internationally.



Wojciech Kaczowski

Wojciech Kaczowski is a doctoral candidate in Community Psychology at Georgia State University. He has earned his M.A. in Psychology at Wake Forest University, and his B.A. in Philosophy and B.S. in Psychology from the University of Georgia. Before enrolling at Georgia State, he also worked as a project manager for John Templeton Foundation's Life Paths Research Program in Sewanee, Tennessee. His research interests focus on social and cultural factors that contribute to the development of violent behaviors and attitudes. Specifically, he is interested in examining risk and protective factors for gender-based violence and radicalization into violent extremism, as well as the relationship between these two forms of violent behavior. Some of the research projects that he is currently involved in include the study of the use of images of children in Islamic State propaganda, the qualitative analysis of first-hand narratives of sexual violence perpetration, and the bystander intervention in situations involving sexual aggression.



Alexis Kopkowski

Alexis has an educational background in public health, applied indigenous health studies (B.S. 2012) and library and information science (M.A. 2014) and is currently a PhD student in American Indian Studies and Public Health (2018). Alexis has worked as a research specialist on a sexual violence prevention grant and has completed two internships; one with the Native American Cancer Partnership and one focusing on community based participatory research. Her research areas of interest include: social justice issues, environmental justice, resilience, and program evaluation.



Gabriel Kuperminc

Gabriel Kuperminc, Ph.D. is Professor of Psychology and Public Health at Georgia State University, where he also serves as Director of the doctoral program in community psychology. Dr. Kuperminc is best known for his work on resilience and positive youth development, as well as evaluating community-based prevention and health promotion programs. He is interested in understanding how cultural factors play a role in developmental processes and health behavior, particularly in youth from immigrant families. He is author or co-author of more than 90 publications and has received funding from SAMHSA, the CDC, the U.S. Department of Justice, the U.S. Department of Education, and numerous other agencies. He has served as an advisor to several national organizations, including the National Mentoring Resource Center, Boys and Girls Clubs of America, The National Latin@ Network for Healthy Families and Communities, the Canadian Women's Foundation, and the Georgia Governor's Office on Children and Families. Dr. Kuperminc is Associate Editor of the Journal of Adolescent Research and Action Editor of the Journal of Community Psychology. He has faculty affiliations with the Georgia State University Center for Latin American and Latino Studies and the Center for Human Rights and Democracy, and has directed a study abroad program, Human Rights in Argentina: From Dictatorship to Democracy, since 2009.



Caroline Leyva

Caroline Leyva, MPA, is a curriculum development specialist and Lead Trainer of the Bringing in the Bystander® program. She received her B.A. in Women's Studies at the University of New Hampshire and her M.P.A. at the University of Hawai'i Manoa. While living in Hawai'i Caroline founded and was the Executive Director of a not-for-profit for queer youth and young adults, synthesizing prevention, leadership and social justice using a youth-led model. She also served as the State of Hawai'i federal fellow, 2006-2009, for SAMHSAs Center for Substance Abuse Prevention. She is currently working on an adaptation of the Bringing in the Bystander® program for high school audiences, the lead prevention specialist and curriculum designer on a CDC grant that is evaluating a youth-created prevention model and a NIH grant refining an intervention created for potential informal support disclosure recipients to sexual and relationship violence.



Sabrina Liu

Sabrina Liu is a doctoral student in the department of counseling, clinical, and school psychology (clinical emphasis) at the University of California, Santa Barbara. Her research and clinical interests are in promoting resilience in the face of trauma and adversity among culturally diverse youth populations. She received her B.A. in Clinical Psychology from Tufts University. After graduating from college, Sabrina worked for the Harvard Study of Adult Development and interned with Sangath, a non-profit research organization in India. There she assisted on two projects, one on integrating mental health services into schools and one on adapting an intervention for children with autism to the local community. At UCSB, Sabrina has been involved in research on understanding and addressing community violence impacting local Latinx youth, addressing adversity risk for newborns and their parents through intervention in neighborhood health clinics, and examining how neighborhood elements impact health and wellbeing among children. She has also conducted a series of studies examining risk, resilience, and intervention among college students after mass violence. Sabrina's dissertation examines how profiles of adversity and protection vary among youth of different racial/ethnic backgrounds and how these patterns contribute to health and health disparities.



Dominique A. Lyew

Dominique Lyew entered the doctoral program in Community Research and Action at Vanderbilt University in Fall 2015. Originally from Kingston, Jamaica, Dominique completed her B.A in Psychology with a minor in Mechanical Engineering at Stanford University. Dominique is broadly interested in studying power, and specifically interested in how community research is used in development efforts in countries in the Global South. Another area of interest is in youth civic engagement, particularly how youth come to be engaged in their communities and social change efforts. At the moment, she is primarily focused on the experiences of marginalized communities but she is also interested in studying communities that marginalize others. Dominique's main advisor is Dr. Doug Perkins, who she works with on the Global Development of Applied Community Studies project. She has also been involved in research with Dr. Anjali Forber-Pratt on disability identity and inclusive education. Upon graduation, Dominique plans to continue research related to participatory 'development' and civic engagement in the Global South.



Esther Malm

Dr. Esther Malm is a post-doctoral associate in the Department of Psychology at Georgia State University. Her research interests include understanding the roles parents and families play in promoting, maintaining or protecting children from involvement in maladaptive and high risk behaviors. Her research goals include the promotion of family inclusive programs in child centered interventions. Currently, she is investigating developmental pathways through which parent functioning, parenting, stress and support factors influence peer victimization, bullying and bystander behaviors in children. She has experience in quantitative and longitudinal research and is a reviewer for journals in her field and other professional organizations.



Maureen McHugh

Maureen C. McHugh, Ph.D. is a Distinguished University Professor at Indiana University of Pennsylvania (IUP) and longtime advocate for gender equality. She is known for her work in sexuality, sizeism, and violence against women, including “street” and other forms of sexual harassment. She founded the Women’s Studies Program at IUP, and has served in many leadership roles, including President of the Society for the Psychology of Women (2014-2105) and member of the leadership collective of the Association for Women in Psychology (AWP). She also developed and conducts a Leadership Institute for Women Faculty in the Pennsylvania State System, training women faculty for advancement in the academy. Dr. McHugh’s awards include being named Pioneer in Teaching Psychology of Women by the AWP. She has published over 50 journal articles. She has been recognized in the exhibit In Sisterhood on the feminist movement in the Pittsburgh region and feministvoices.com. Her work has been featured in many media outlets, including the Canadian news network CTV. Her most recent book is *The Wrong Prescription for Women* (with Joan Chrisler; Praeger, 2013).



Katie Maguire Jack

Dr. Kathryn Maguire-Jack is an Assistant Professor at The Ohio State University, College of Social Work. Prior to joining the OSU faculty, Kathryn was a research assistant at the Institute for Research on Poverty and was selected as a doctoral fellow with the Quality Improvement Center on Early Childhood (Children’s Bureau, ACF, USDHHS) as well as the Doris Duke Fellowship for the Promotion of Child Wellbeing (Doris Duke Charitable Foundation). She has a BA in Social Welfare and Political Science (’05), MPA (’06), MSW (’09), and PhD (’13) from the University of Wisconsin—Madison.



Adele Malpert

Adele V. Malpert is currently pursuing her PhD in Community Research and Action at Vanderbilt University Peabody College. Prior to graduate studies, Adele earned a B.A. with Honors (2015) in Psychology from Rhodes College, Memphis, TN. Adele's research centers on promoting positive youth development and youth voice through out-of-school time programming and research. Additional research interests include: youth narrative and storytelling, attendance and engagement, community engagement, youth academic and professional development, and evaluation.

Katelyn March

Katelyn March is a student at the University of Mississippi.



Erin Abigail Marden

Doctoral candidate in counselor education, EdS in counselor education, play therapy track, MS kinesiology & rehabilitation science specialization in rehabilitation counseling. Research interests include female veteran resiliency, addiction - chemical and process, group counseling with veterans, play therapy with children of service members.



Heather McCauley

Dr. Heather L. McCauley is a Harvard-trained social epidemiologist and Assistant Professor in the Department of Human Development & Family Studies (HDFS) at Michigan State University. Her research focuses on the health impacts of and intervention strategies to reduce intimate partner violence, sexual assault and reproductive coercion, with emphasis on victimization among marginalized populations (e.g. sexual and gender minorities, foster youth, incarcerated women). Dr. McCauley has authored or co-authored 60 peer-reviewed journal publications and has given more than 100 regional and national addresses on her federally funded work.



Hasina Mohyuddin

Hasina is a PhD candidate in the Community Research and Action (CRA) program at Vanderbilt University. Prior to joining the program, she received a BA in Economics from Yale University, and an MBA from Vanderbilt University. Her dissertation research explores the religious identity development for Muslim American youth in the context of widespread negative stereotypes of Islam and Islamophobia. Other research projects she has worked on include a mixed-methods study of interfaith organizations, an ethnographic study of classroom discussion, and a qualitative study of women's activism in Nashville. Currently, Hasina is serving as the Study Coordinator on two grants: one evaluating HIV/AIDS education for the Southeast AETC, and the other evaluating the implementation of environmental strategies used by community coalitions for the TN Dept. of Mental Health and Substance Abuse Services. She is also an active member of the Nashville Muslim community.



Elaine O'Reilly

Elaine O'Reilly is a lecturer at the University of North Carolina at Charlotte. Her research interests include relational aggression in adolescent girls, girls' and women's leadership, and psychosocial adjustment for transfer students.



Nicky Ozbek

Nicky Ozbek is a professor and member of the psychology graduate faculty of the University of Tennessee at Chattanooga. Her research interests include abnormal psychology and physiological processes. Dr. Ozbek regularly consults at Siskin Hospital for Physical Rehabilitation and presents annually on topics related to rehabilitation psychology.



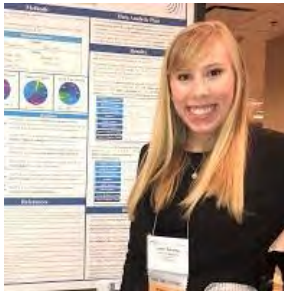
Danielle Rousseau

Dr. Rousseau received her MA in Clinical Forensic Psychology and her PhD in Criminology and Justice Policy and Women's Studies. For the past decade, she has worked in the field of forensic mental health as a therapist in correctional facilities for both men and women, as well as in the community doing crisis response and victim services. Most recently, Rousseau worked in the mental health department of Massachusetts' correctional facility for women, winning multiple awards from the Massachusetts Department of Correction for her efforts. Her professional focus has been in trauma services, helping survivors of sexual assault and intimate partner violence. Outside of her work in correctional facilities, she has established therapeutic programs for veterans, and has traveled to Haiti to work with earthquake survivors. Rousseau's research focuses on the areas of sentencing; race and gender disparities in justice; the treatment of women within the criminal justice system; the use of mindfulness techniques for treating trauma; crime and popular media; and hate crime



Bibhuti Sar

Dr. Sar's overall focus is on the enhancement of quality of life of children and families through community based research, training, education and partnerships. His research aims to identify risk and protective factors- individual and systemic- that influence outcomes among families and children in contact with various systems of care such as child welfare, health, mental health, juvenile justice, education. Dr. Sar directs the Ph.D. program and the Credit for Learning Program (CFL) for training of the state's child welfare workers. He teaches courses in social work practice, ethics, research, and human diversity. His practice background is in community mental health, specializing in services to children and families.



Laura Schwartz

Laura E. Schwartz, M.S., is a fourth-year graduate student in the Clinical Psychology doctoral program at the University of Memphis. She received her Bachelor of Science degree in Psychology at The Ohio State University in 2012. Her research interests include how risk and protective factors, both on individual and familial levels, influence child adjustment after adverse life events. A central focus of Laura's is the role different family factors play in individual resilience after the loss of a loved one.



Katie Schultz

Katie Schultz is completing a post-doctoral fellowship with the Center for Mental Health Services at Washington University in St. Louis. A citizen of the Choctaw Nation of Oklahoma, her research focuses on intimate partner violence and associated health outcomes among American Indian and Alaska Native (AI/AN) women and girls; community and cultural connectedness as stress buffers; and culturally-centered intervention design. Her current projects examine relationships between intimate partner violence and drug use among Native women and teen dating violence with AI/AN adolescents. She is developing a proposal to examine pathways out of justice-involvement for AI/AN women in Alaska and a study to characterize the inclusion of culture in prevention programs targeting AI/AN adolescents.



Katie Scrafford

Katie Scrafford (psychology & peace studies) holds a master's degree in marriage and family therapy from Antioch University New England, where her research focused on art-based therapies for children suffering from trauma. Since 2011, she has worked in Rwanda developing trauma counseling groups for mothers; a counseling group for a women's organization; training programs for lay counselors and a lay counselors' network. Katie's research interests include the roles of group counseling in peace-building efforts, particularly those following ethnic violence, as in post-genocide and post-civil war contexts. She is interested in the psychological impact of mass violence on cultures and non-Western ways of conceptualizing and addressing trauma and healing. Katie is a 2015-2016 Mullen Family Fellow.



Elizabeth Self

I am a teacher educator in the secondary education licensure program and teacher education researcher in the Department of Teaching and Learning at Vanderbilt University's Peabody College. I teach Social and Philosophical Aspects of Education, a required, undergraduate social foundations course for secondary education students, along with other required and elective courses in the English/language arts licensure program. My current research focuses on designing and using clinical simulations, modeled after standardized patient encounters in medical education, to prepare preservice teachers as anti-oppressive educators.



Alli Smith

Alli Smith is currently a first-year PhD student at the University of Kansas in Women's, Gender, & Sexuality Studies with a concentration in psychology. Alli graduated magna cum laude with Honors in Psychology and a minor in Women's & Gender Studies from the University of the South. Post-baccalaureate, Alli was the Assistant Project Manager at the Life Paths Appalachian Research Center.



Lucy Steinitz

Dr. Lucy Steinitz serves as Senior Technical Advisor for Protection at CRS. She came to CRS in 2014 after living for 17 years with her family in Africa (mostly Namibia and Ethiopia). Lucy concentrates on efforts to prevent and respond to the abuse and exploitation of children and vulnerable adults worldwide through local capacity-building, project development and technical support. Most recently, she has directly involved on combatting human trafficking in India, family-strengthening in Uganda, post-Ebola recovery in Sierra Leone and promoting trauma-healing in Zimbabwe, South Sudan and Latin America. Lucy's PhD is in social work from the University of Chicago, her Master's degree is in Jewish Communal Service from Brandeis University, and she has a BA in Religion and Sociology from Wilmington College, a Quaker school, in Ohio.



Brianna Stith

Brianna is a doctoral student at the University of Memphis and helped form the ALANA (African American, Latino/Latina, Asian American, Native American) Psychology Group.



Jessica Strong

Lecturer at the University of North Carolina Wilmington

Army Spouse

Education: PhD in Social Work, (2013), MSW (2008), BSW (2006).

Research interests: military families, spouses, and service members and veterans. Currently a Research Analyst Consultant at Blue Star Families and a Crisis Response Counselor working with children and adolescents at Youth Villages. Previously an Assistant Professor in Social Work at UNC Wilmington for 5 years. Current active duty Army spouse of 12 years.



Kathryn Thomas

Kathryn Thomas is the Executive Director of Yoga 4 Change as well as the CEO of ANAMAR Environmental Consulting, Inc. After being medically separated from the United States Navy in which she served as a Naval Aviator, she began studying to become a Yoga teacher through the Yoga School of Kailua. Upon moving to Jacksonville, Florida, she witnessed the need for mental, emotional, and physical healing in her new community and started Yoga 4 Change to fill this void. Kathryn has training in multiple disciplines including Power Yoga, Chair Yoga, Hatha Yoga, and Yoga Nidra. She is a 500 E-RYT as well as a Certified Baptiste Teacher. Kathryn formerly sat on the board of the Yoga Service Council, where she served as the project manager and contributed to two of the Best Practice Book Series: Yoga with Veterans, and Yoga in the Criminal Justice System. In her new role as the CEO of ANAMAR, Kathryn is focusing on the business development of the company, while taking the administrative duties off the

shoulders of the technical staff. She started this role late in 2017, and is excited to expand the companies reach in the coming year. Kathryn resides in Florida with her husband, daughter and their 2 Labrador Retrievers.



Rachel Turow

Rachel Turow, PhD, is a clinical psychologist providing evidence-based assessment and psychotherapy for adolescents (15+), adults, and couples. Depending on the needs and preferences of each patient, Dr. Turow integrates a range of evidence-based treatments, including cognitive behavior therapy (CBT), dialectical behavior therapy (DBT), and mindfulness-based approaches. She has specialty training in trauma, mindfulness, and health psychology/behavioral medicine. Dr. Turow emphasizes respect, collaboration, listening, nonjudgment, compassion, and scientifically sound skill-building in her approach to psychotherapy.



Chloe Vercruysse

Chloe Vercruysse is completing her PhD in Public Health Sciences at the University of North Carolina at Charlotte, and is the senior research assistant on the Housing First Charlotte Mecklenburg Research and Evaluation project. Her research focuses on stressful life experiences, their effect on health, and the role of resilience among vulnerable groups, such as those experiencing homelessness. More specifically, she is interested in improving the health of individuals experiencing chronic homelessness, who have been without a shelter for an extended period, either continuously or intermittently, and have a disabling condition. She investigates the effect of stress on health in this population via both physiological and psychosocial pathways, as well as the coping mechanisms having the potential to support adaptation in this context. Chloe is also interested in the health of ex-offenders, and the prevention of homelessness upon release in this population.



Lucretia Vigil

Lucretia R. Vigil is currently a Masters in Public Health (MPH) student at the University of New Mexico College of Population Health (UNM COPH). She is native to New Mexico and lives in the South Valley with her family. She graduated from Rio Grande High School, and wants to work in that community once she is done with her studies. She received two bachelors of science degrees for Biology and Psychology during her undergraduate studies, while competing as a 400m sprinter for the Lobos Track and Field Team. Her current area of study includes a broad area of topics including violence prevention, Adverse Childhood Experiences (ACEs), historical trauma, and behavioral/mental health services, and the stigma surrounding the use of these types of services. She plans to apply to continue her studies after she completes her MPH either in an MD or PhD program. She hopes to effect social change later in her life either as a clinician or research scientist, and plans to be actively involved in the NM legislature.



Marci Weber

Marci Weber is a clinical psychology doctoral student at the University of Mississippi. Her research interests include sexual trauma, mass violence trauma, and positive psychology with adolescents and young adults. She is particularly interested in meaning in life and posttraumatic growth for victims of trauma, as well self-efficacy, and collective efficacy in response to mass violence. In 2013, Ms. Weber received her M.A. in Clinical Psychology at the University of Mississippi and graduated summa cum laude from The University of the South with a Bachelor of Science in Psychology.



Rachel Wamser-Nanney

Dr. Wamser-Nanney joined the MIMH in the summer of 2015. She is a licensed clinical psychologist, with expertise in child traumatic stress and trauma-focused interventions. Her prior research has focused on complex trauma, or chronic interpersonal trauma that begins early in life and trauma-focused treatments for children. Dr. Wamser-Nanney completed her pre-doctoral internship at Tulane Health Sciences Center (Early Mental Health Track) where she worked with maltreating caregivers and their very young children as part of the Tulane Infant Team. She completed her postdoctoral research fellowship at the University of Michigan, Trauma and Grief Center for Youth (TAG Center) where she focused on trauma and grief-focused assessments and interventions for children and their caregivers. Dr. Wamser-Nanney has been trained in several trauma-focused interventions with children and adults. More recently, she is interested in investigating the impact of childhood trauma on neuropsychological functioning and brain integrity using neuroimaging.



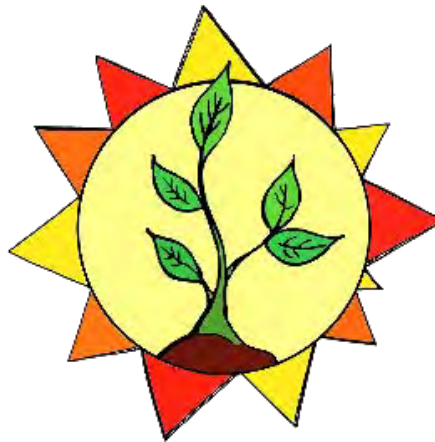
Xiafei Wang

Xiafei Wang received her BA in social work from Peking University and is currently a Ph.D. candidate in the Ohio State University College of Social Work. Wang's research interests focus on children and adolescent behavioral and mental health problems in an ecological perspective, with special attention to family process and neighborhood environment. Xiafei is using a mixed-methods design for her dissertation research advised by Dr. Mo Yee Lee to explore intergenerational trauma transmission and post-traumatic growth. Specifically, how parents' adverse childhood experiences influence the child's behavioral and emotional outcomes, via the pathways of parental affect regulation and reflective functioning, and how therapeutic process can promote post-traumatic growth for parents who experienced childhood adversity. Xiafei Wang's published research related to the influences of family-level factors and neighborhood environment on child behavioral health, and the resources that can be used to promote post-traumatic growth for individuals who experienced trauma.



Marianne Zape

Marianne Zape is a doctoral student in the Community Research and Action program in the Department of Human and Organizational Development. Her research is centered around the intersections of migration, health, and education. More specifically, she is interested in how programmatic educational supports across multiple contexts (school, family, community) affect the physical and psychological health outcomes of immigrants and refugees. Currently, Marianne works with her primary advisor, Dr. Anjali Forber-Pratt on issues of disability identity and development and with Dr. Maury Nation on a study of youth well-being in safety in Nashville schools and neighborhoods. Her other projects include program development and evaluation of a health education curriculum for recently arrived refugees, and a study on the stressors that affect immigrant youth.



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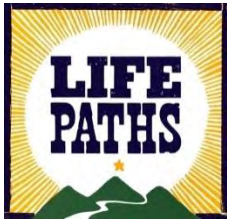
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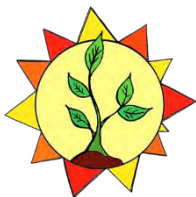
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Dr. Sherry Hamby is the Director of the Life Paths Appalachian Research Center.

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