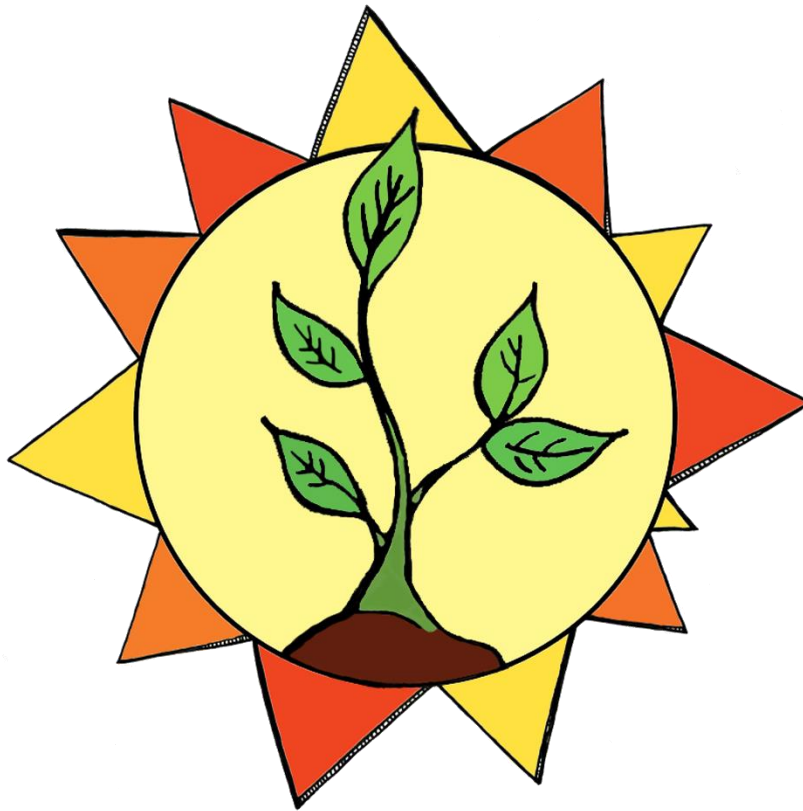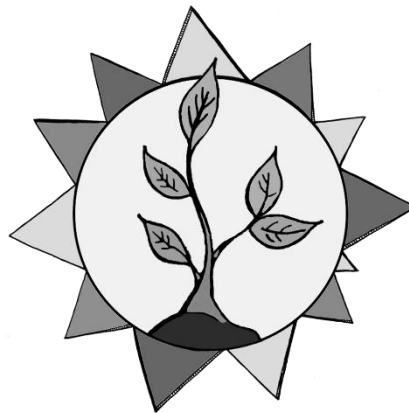# ResilienceCon™ 2019

Conference Program

April 14-16

Nashville, TN

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

Welcome to ResilienceCon 2019!

Two-way communication is the heart of ResilienceCon. The goal of ResilienceCon is to "disrupt" the usual conference experience and create a professional space that invites you to rethink assumptions and envision strengths-based approaches to preventing and recovering from adversities.

ResilienceCon sessions are interview-based. This is the "secret sauce" of ResilienceCon. With shorter talks, each session makes substantial room for interaction and discussion, first in the form of a moderated interview and then an open Q&A. We find that this approach not only makes sessions more engaging, useful, and inclusive, but also helps shift away from the deficit lens which has dominated work on trauma for many decades. Although people want their experiences to be recognized and acknowledged, they also want hope—and help—for overcoming adversities. They don't want to be defined by the worst moments of their lives. We need more room for the multitudes of stories of survival, renewal, and thriving.

As some of you know, we have sought ideas from conferences in many different disciplines--fiction, business, communication, American Indian studies, theology--in addition to conferences in social sciences and health. We are bringing the best ideas from these other venues back to ResilienceCon to create a space unlike any other. Check out our new sections in the program book, with articles and interviews by our keynote speakers and members of the program committee.

This year, thanks to all of you, we are pleased to note the multiple approaches to understanding resilience and social justice, from traditional quantitative research, to a variety of phenomenological and qualitative approaches, to embodied approaches of movement, meditation, and mindfulness, to a willingness to share personal stories and break down artificial barriers between our personal and professional lives. The program also covers multiple topics and features outstanding scientific and clinical innovations in resilience, social justice, and adversity. Sooner or later, trauma and adversity touch virtually every life, and we need every tool to support resilience and social justice.

This is also our biggest ResilienceCon yet, with more than 150 attendees from 29 U.S. states or territories and 9 countries. We are hopeful that our time in this growing community will be personally renewing for each of us. We invite you to share photos, thoughts, sketches or other materials in the Clyde and Mary room, a space for relaxing, connecting, and chocolate!

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
April 2019

Giving Thanks

The ResilienceCon community is perhaps what we value the most about ResilienceCon. Many people give generously of their time and effort to make ResilienceCon possible.

This year **Elizabeth (Liz) Taylor** has stepped into the role of Conference Administrator. She is our ace-in-the-hole and right-hand woman whose dedication to the vision of ResilienceCon ensures that the thousands of details are tended to. We would like to thank Life Paths'ers **Anne-Stuart Bell** and **Alli Smith** for helping with set up and other tasks. We also appreciate the help of **Geoffrey Hervey** and **Gala Gonsalves** for staffing the registration desk during the conference.

We also extend our thanks to our **program committee, Tom Bissonette, Jonathan Davis, Anjali Forber-Platt, Amanda Hasselle, Kathryn (Katie) Howell, Esther Malm, Hasina Mohyuddin, Danielle Rousseau, Katie Schultz, and Susan Yoon**, for their assistance reviewing scholarship awards, recruiting, moderating sessions, contributing to the program book, and assisting with other decisions.

We are also grateful for our partnership with **Commonwealth Educational Seminars**, our sponsor for Continuing Education credits. We are especially thankful to **Judy Wilson,** from Site Shack, our amazing web guru. We are pleased to partner with a Sewanee artist, **Debbie Lee,** at Full Circle Candles, in our scholarship fundraiser. Finally, we would like to thank **Melissa Bower** and 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 gratitude to **all of you for joining us for this year's conference**. ResilienceCon is our favorite event of the year and we hope that you enjoy it as much as we do. We look forward to seeing longtime friends and colleagues and welcoming first-time attendees to the ResilienceCon community.

Sherry Hamby, Victoria Banyard, and Nicole Yuan, ResilienceCon Co-Chairs
April 2019

A SPECIAL THANK YOU TO OUR SPONSORS

Pathfinder
Department of Psychology at The University of the South
Sherry Hamby and Al Bardi

Advocate
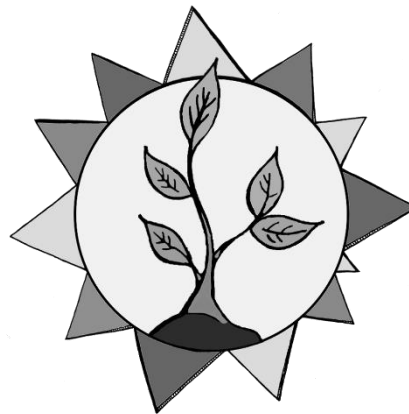Justice Research & Statistics Association (JRSA)
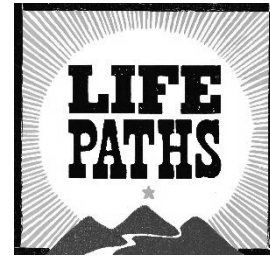
Friend
Victoria Banyard
Rebecca Macy
Susan Yoon
Nicole Yuan
Department of Psychology, Murray State University
Men Healing

Congratulations to the 2019 Life Paths Promising Scholar & Promising Advocate Award Recipients!

Promising Scholar Award Recipients

Leo John Bird
University of Montana

Nidal Kram
University of Arizona

Jessica Elm
University of Minnesota

Lauren Schaefer
University of Memphis

Promising Advocate Award Recipients

Ashley Murphy
Kindred Place

LeKeldric Thomas
Georgia Center for Child Advocacy

Star Nayea
Ravens Last Laugh Productions

Ananya Tiwari
SwaTaleem Foundation

Promising Scholar Honorable Mention Recipients:

Brooklyn Bailey, Nicholas Coombs, Taurmini Fentress, Meghan Goyer, Miklos Halmos, Charlotte Omar Kwakye-Nuako, Trang Nguyen, Fei Pei, Katherine Querna, Amanda Russell, Mona Sayedul Huq, Kristin Silver

Promising Advocate Honorable Mention Recipients:

James Jurgensen, Marlon Samuel Montoya Espinoza, Camelia Narez, Laura Rojas

ResilienceCon 2019 Schedule Overview

Sunday—April 14					
	Great Hall	**Laskey A**	**Laskey B**	**Laskey C**	**Clyde & Mary**
2:00-3:00	Data Blitz	--------------------	--------------------	--------------------	CLYDE & MARY SPACE WILL BE A BREAK/MEDITATION ROOM DURING CONFERENCE
3:15-4:15	Poster Session With hors d'oeuvres	--------------------	--------------------	--------------------	--------------------
4:30-5:00	Opening Reflection & Welcome Esther Malm Sherry Hamby	--------------------	--------------------	--------------------	--------------------
5:00-6:00 Keynote	**The Dance of Race and Privilege: Unsettling the Patriarchy of Settler Colonialism** Host: Nicole Yuan Bonnie Duran	--------------------	--------------------	--------------------	--------------------
6:00-6:15 Evening Reflection	Susan Yoon	--------------------	--------------------	--------------------	--------------------
7:00	Dinner at Amerigo (separate registration required)	--------------------	--------------------	--------------------	--------------------

Monday—April 15					
	Great Hall	**Laskey A**	**Laskey B**	**Laskey C**	**Clyde & Mary**
7:30-8:30 Breakfast					
8:45-9:00 Morning Reflection	Keldric Thomas	--------------------	--------------------	--------------------	--------------------
9:00-10:15 Breakout 1	A1. Family Violence & Resilience Across Lifespan Hot Topic Panel Host: Yoon Maguire-Jack Mengo Mendoza	A2. Loss, Depression, & Resilience 20X20 Host: Bissonette Schaefer Nguyen Mehne Malm	A3. Cultural & Community Resilience 20X20 Host: Mohyuddin Revens Compton Garcia Jayawardana	A4. Creating Strengths on College Campuses 20X20 panel Host: Banyard McMahon Zijdel K. Edwards Moschella	CLYDE & MARY SPACE WILL BE A BREAK/MEDITATION ROOM DURING CONFERENCE
10:15-10:45 Break					
10:45-12:00 Breakout 2	B1. Fighting Hate-Based Violence & Racism Hot Topic Panel Host: Yuan Elm English Kaczkowski Murtaza Nation	B2. Lessons Learned in Helping Survivors Perspectives Host: Davis Ulrich Brown Schultz	B3. Clinically-Derived Resilience Models 20X20 Host: Smith Eldad Bissonette Warthe	B4. School-Based Programs 20X20 Host: Hasselle Hoxmeier Mukherjee Thompson	
12:00-1:00 Lunch					

1:00-2:15 **Breakout 3**	C1. Mindfulness, Movement, & Art Perspectives Panel Host: Rousseau Rosenbaum Jurgensen Rousseau	C2. Social Justice Perspective on Disability & Identity Workshop Host: McMahon Forber-Pratt	C3. Protective Factors for Youth 20X20 Host: Yoon Bateman Kelmendi Sayedul Huq K. Edwards Parkhill Purdie	C4. Community-Based Programs 20X20 Host: Schultz Dyk Hasselle Cromer M. Edwards	
2:15-2:30 **Break**					
2:30-3:30 **Keynote**	**Disability Identity Development: What We Know, What We Don't Know, What We Should Explore** Host: Banyard Forber-Pratt	--------------------	--------------------	--------------------	--------------------
3:30-3:45 **Break**					
3:45-5:00 **Breakout 4**	D1. Youth-Led Comm Mapping for Change Hot Topics panel Host: Malpert With youth	D2. Stories of Healing 20X20 Host: Jurgensen Schlosz Moschetti Hollingsworth	D3. Phenomenological Studies of Resilience 20X20 Host: Taylor Mohyuddin Curran Bowling	D4. Understanding Fatherhood & Trauma Workshop Host: Haselschwerdt Mederos	
5:00-5:30 **Evening Reflection**	Star Nayea	--------------------	--------------------	--------------------	--------------------

Tuesday – Apr 16					
	Great Hall	**Laskey A**	**Laskey B**	**Laskey Ce**	**Clyde & Mary**
7:30-8:30 Breakfast					
8:45-9:00 Morning Reflection	Katie Querna	--------------------	--------------------	--------------------	--------------------
9:00-10:15 Breakout 1	E1. Promoting Community Resilience Hot Topics Panel Host: Yuan Banyard Elm Kram Querna	E2. Improving Professional Responses 20X20 Host: Malm Kwakye-Nuako Taylor M. Edwards Peled-Laskov	E3.	E4. Resilience & Social Justice: BFFs, Not Enemies Workshop Host: Duran Hamby	CLYDE & MARY SPACE WILL BE A BREAK/MEDITATION ROOM DURING CONFERENCE
10:15-10:45 Break					
10:45-12:00 Breakout 2	F1. Building Strengths Mixed Panel Host: Banyard Gale Khetarpal Pottinger Banyard Querna	F2. Individual Treatment Approaches 20X20 Host: Bell Elsaesser Plummer Johnson	F3. Multiple Ways of Knowing & Healing Perspectives Host: Elm Johnson-Davis Schroeder Nayea	F4. Exploring Specific Strengths 20X20 Host: Pereda Mariscal Smith Taylor Napier	

12:00-1:00 Lunch				
1:00-2:15 Breakout 3	G1. Learning to Love Ourselves: Incorporating Compassion Care in our Work Workshop Host: K. Edwards Bonnie Duran	G2. Frameworks of Change & Resilience Mixed Host: Rousseau Schroeder Merians Davis Bissonette	G3. Understanding Resilience in Rural & Low-Income Communities Workshop Host: Hollingsworth Hamby	G4. Understanding & Combatting IPV 20X20 Host: Moschella Yildiz-Spinel Mariscal Bell Jamison	
2:15-2:30 Break				
2:30-3:45 Keynote	**Using Meaning Making to Engage System-Involved Fathers in Treatment and Healing** Host: Hamby Mederos	---------------------	---------------------	---------------------	---------------------
3:45-4:00 Closing	Hamby Banyard Yuan	---------------------	---------------------	---------------------	---------------------

Data Blitz*
Poster Data Blitz is 2:00-3:00, Sunday April 14, Great Hall in Laskey Building
*Full poster abstracts are in the following section
Moderated by Dr. Nicole Yuan

Phylicia Allen
Washington University in St. Louis

Coping Strategies Among African American Children of Incarcerated Parents

Brooklyn Bailey
Meharry Medical College

Coping and Posttraumatic Cognitions Distinguish Women Who Develop PTSD from Those Who Recover from Interpersonal Violence

Rufaro Chitiyo
Tennesee Technological University

Professional Resilience: Understanding Burnout, Seconday Traumatic Stress, Compassion Fatigues, and Self-care for Helping Professionals

Anna Cody
Viginia Commonwealth University

Building Capacity for Children's Participation in US Child Welfar Practice

Nicolas Coombs
University of Montana

From Patient to Provider: Synthesizing the Mental Healthcare System within the Epicenter of Mental Health Crises

Kyler Joachim
Murray State University

Reducing the Impact of Early Childhood Stressor on Problem Behaviors

Somphone Schwarzer
American University of the
Carribbean School of Medicine

Meditative Drawing as an Intervention for Anxious/Stressed Medical Students

Hanna Sheddan
University of Memphis

The Relationship Between Social Support and School Engagement in Children Exposed to Adversity

Ananya Tiwari
SwaTaleem Foundation
University of Illinois,
Urbana Champaign

Building Thriving School Communities of Dalit and Tribal Indian Girls, Teachers, and Government

Rachel Underwood   *An Exploration of Women's Lived Experiences in a*   Vanderbilt

University   *Supportive Housing Program*

Moving from a big city to a small town: My experience as a new faculty by Esther Malm

Getting that coveted job can be exciting and a huge relief from applying for jobs and receiving rejections. However, adjusting to a new culture, place, department/unit and community can be challenging. Here are a few things I learned from my experience.

The first semester of anything is challenging. This includes preparing for a class for the first time, understanding expectations, meetings, annual evaluations, deadlines that pop up almost every day or sometimes every few hours! For example, I was happily reading over slides I had completed the day before class (HUGE achievement!) when I got a knock on the door. A bunch of students stood at the door asking if class was cancelled. I was first dazed by the question and then I realized I had missed class. I had mixed class time with another class I taught on different days. I freaked out (obviously after the students left) thinking I was doomed. In another case, I missed a meeting with the dean, which made by tummy churn because I realized it two days later.

Remember that the rough experience and brainwork truly gets easier with time. By the second or third semester, you will realize you are familiar with many more things than before. For example, I used to go home with the janitorial team who cleaned our offices between 10-11pm. Now, I am at home and almost in dreamland by that time. In sum, do not let your first few months of a new experience define the future. And it is okay if there are things you do not understand. Keep asking questions. Many more people want to help you adjust than you think.

Creating a community of friends was a huge help to me--from the department, college and community. Regardless of your personality, it is possible. This may also be easier in smaller departments and towns. A community (at least one person for a start) can help you adjust and navigate many things, including the best place for food, or to change engine oil.

Find time to reconnect with things you love to do. I love gardening and planted late my first semester. To my delight, I harvested some tomatoes and bell peppers before the first frost (whoa! another major change for me!). There will always be 24 hours in a day, no more. Make the time to take care of you. You are more important that you think.

Attend mentoring meetings, faculty development events, fun gatherings, etc. It is one of the best ways to make new friends, who may end up becoming wine/hiking buddies or future collaborators. It is also a great way to solidify faces and names, identify allies and be known. Webinars are great but the face-to-face interactions, where possible, can be very enriching.

If you are moving from a big city to a small town, this may seem scary. You may even have doubts based on comments by fellow city dwellers. Remember that others live there! You will be amazed to hear the number of years people have lived there and find many city –dwellers who relocated too. Ask them why. I have loved living in a smaller town for a number of reasons, including the calm and serene atmosphere, less traffic, less noise & air pollution, slower pace of life, and enriching human connections. My blood pressure has dropped and I sleep better.

Finally, attitude is everything! Make the best of what you have. Make lemonade out of the lemons. If others are thriving, you can and you will!

Predictors of Health-Related Quality of Life among non-spousal Caregivers of Gastrointestinal Cancer Patients

Nik Nairan Abdullah, Universiti Kebangsaan Malaysia; Idayu Badilla Idris, Universiti Kebangsaan Malaysia; Khadijah Shamsuddin, Universiti Kebangsaan Malaysia; Nik Muhd. Aslan Abdullah, National University of Malaysia

Background: Family including adult children provide informal care to cancer patients. There is a scarcity of published studies in the Malaysian population regarding the health-related quality of life (HRQOL) of non-spousal caregivers of cancer patients. The objectives of the study were to examine the HRQOL of adult children as caregivers of gastrointestinal cancer patients and its associated factors. Subjects and Method: A multi-center cross-sectional study recruited 118 adult children who were identified by the cancer patients as their caregivers. The Malay Caregiver Quality of Life–Cancer (MCQOL-C) was used to assess the HRQOL of the children. The instrument covered five domains; burden, positive adaptation, disruptiveness, financial concerns and others. Higher HRQOL scores show better QOL. The independent variables were sociodemographic factors and care-related factors. General linear regression analysis was performed. Variable with a p-value less than 0.05 was considered significant in the multivariate analysis. Results: The mean age of respondents was 35.56,sd=9.17, ranged from 18-58 years old. Estimated 46.6% were Malays, 42.4% single and 58.5% attained tertiary education. The mean score of HRQOL was 82.14,sd= 19.12, ranged from 22-124.Ethnicity (being non-Malay) of the caregivers, B=-13.79,95%CI -22.58,-5.00, p- value=0.002, and patient who had surgery, B=9.22,95%CI 1.38,17.06, p- value=0.02 were significant predictors in the multivariate regression. Conclusion: The ethnicity of the caregivers and the treatment received by the patient were predictors of caregivers' HRQOL. An intervention that is culturally-appropriate can be proposed for the vulnerable group of caregivers.

Coping Strategies Among African American Children of Incarcerated Parents

Phylicia Allen & Sheretta Butler-Barnes, Washington University in St. Louis

This study involved focus-group semi-structured interviews with African American children and adolescents (N=17, Mage=12.64) in the Midwest to examine the ways youth cope with having an incarcerated parent. Data analysis employed the "rigorous and accelerated data reduction" (RADaR) technique, allowing the research team to reduce qualitative data in a rigorous way (Watkins & Gioia, 2015), yielding in three major themes. First, Emotional Regulation and Resilience are strategies youth used to cope with a situation or event related to their parent(s) incarceration. Through this process, children used positive coping, including ignoring and/or effectively confronting offensive comments made by others regarding parent(s) incarceration. Negative coping was also a strategy youth used which involved fighting, threatening, or internalizing actions. Additionally, children also engaged in activities that produced a positive mindset and a productive environment, such as: physical activity, exercise, or any action using physical body strength. Second, informal and formal Support Structure from a family member or social service agency were described by the children as being in place to mediate basic needs or to help maintain the relationship between the child and the incarcerated parent. The provision of necessities for youth development that address their biological, psychological, and sociological needs provided through these supportive systems offer a sense of holistic living and well-being that allow children to manage and experience a sense of quality living. Third, some children described using Spirituality as a way to cope with a parent being incarcerated. Findings indicate that children pray for the safety of their parent and for the limitation of recidivism, and spend quiet time alone praying and worshipping. Implications for practice and research include providing and identifying culturally appropriate services aimed at building on the strengths of this group.

Coping and posttraumatic cognitions distinguish women who develop PTSD from those who recover from interpersonal violence

Brooklynn Bailey & Matthew C. Morris, Meharry Medical College

Background: Interpersonal violence (IPV) is highly prevalent and incurs risk for negative mental health outcomes, including posttraumatic stress disorder (PTSD). While many women develop some symptoms of posttraumatic stress following a traumatic event, resilience is the norm, and most women recover within a few weeks or months. A subset of individuals, however, go on to develop PTSD and experience significant distress and impairment. The aim of this study was to identify coping strategies and cognitive appraisals associated with risk and resilience following a recent traumatic event. Methods: Young adult women (n = 53) who experienced an incident of IPV (e.g.

physical/sexual assault) in the past 3 months were recruited to participate in a longitudinal study. Participants were administered the Clinician-Administered PTSD Scale (CAPS) for DSM-IV to assess current diagnostic status at baseline and 1-, 3-, and 6-months. At baseline, participants completed self-report measures of coping via the Responses to Stress Questionnaire (RSQ) and cognitions via the Posttraumatic Cognitions Inventory (PTCI). Independent sample t-tests were conducted to compare those who met DSM-IV criteria for PTSD at some point in the study with those who did not. Results: Analyses revealed that women who developed PTSD following IPV reported lower use of primary control engagement coping in response to stress and more negative cognitions related to the self and self-blame. Secondary control engagement coping, disengagement coping, and negative cognitions about the world did not significantly differ between groups. Conclusion: Greater use of primary control engagement coping (i.e. problem solving, emotional expression, emotional regulation) and lower negative cognitions related to self/self-blame were characteristic of resilience following interpersonal trauma. Findings can inform early interventions to promote resilience following IPV through increasing use of adaptive coping strategies and targeting maladaptive cognitive appraisals.

Coping with police brutality: A scoping review of resilience among racial and ethnic minorities
Brieanne Beaujolais, Ohio State University
Background: Racial and ethnic minority Americans experience disproportionate and alarming rates of violence perpetrated by police officers. Victims of police violence tend to experience negative health outcomes. Aside from the deleterious health outcomes that arise from physical violence, including death, experience of police violence has been associated with psychological distress and depression. Even those who do not directly interact with police are impacted by this systemic problem because of the perpetual fear of being targeted and the broader, structural impact that perpetuates systemic racism. Although positive coping and resilience can promote improved health and wellbeing, little is known about the resilience and coping among racial and ethnic minorities' in the US as it relates to police brutality. Purpose: The primary aim of this scoping study was to identify the extent and nature of research related to police brutality and its impact on the resilience and coping of racial and ethnic minorities in the US. Methods: Studies were identified by entering key search terms into three electronic databases. Titles, abstracts, and full articles were screened for inclusion and exclusion criteria. Inclusion criteria included: English language articles, studies conducted in the US, and articles published within the past 10 years. Articles were excluded if they focused on resilience among police officers following a police shooting. Results: The initial electronic database search yielded 231 articles. After three rounds of screening, 16 articles were included in the study. Most studies were qualitative, and many highlighted the role of social movements in facilitating resilience. Specifically, Black Lives Matters (BLM) was described as helping to facilitate: affirmation, consciousness-raising, racial pride, education to others, social support, and a framework for community healing. Conclusion: The results of this study will help to advance policy and practice to promote health and wellbeing among racial and ethnic minority Americans.

In Their Own Words: An Analysis of the Vernacular of Resilience in Rural Appalachia
Anne-Stuart Bell & Sherry Hamby, Life Paths Research Center
Objective: Vernacular, the localized expression of abstract concepts, is a crucial aspect of regional research in the South. Demographic shifts, historical continuity, community groups, and linguistic diversity can affect specific vernacular, resulting in differences even within one state. This study examines vernacular themes in rural Appalachia in relation to the concept of resilience. Method: Participants ranged in age from early adolescence to late adulthood, all residing in rural Appalachian communities. We analyzed transcribed focus group and cognitive interviews using grounded theory analysis to identify thematic constants regarding resilience. Results: Analysis found multiple themes in line with previous research on resilience, with several additional themes that seem to be specific to the Appalachian region. Participants talked about resilience in terms of future orientation, self-regulation, and religious meaning-making, but also in context of regionally specific terms and ideas, such as a 'bigger plan' and 'finding the middle ground'. Conclusions: These findings suggest that each cultural and geographic region may have their own vocabulary and ways of discussing key concepts in psychology. Given the strong connections between language and identity, communities may better receive researchers and practitioners who engage them using their own vernacular, displaying an awareness not only of an important aspect of their culture, but a respect for it as well. While this study was able to identify only a few African-American vernacular English (AAVE) terms, further research could investigate the overlaps between regional and racial vernacular to better define the regional vernacular of Appalachia.

Professional resilience: Understanding burnout, secondary traumatic stress, compassion fatigue and self-care for helping professionals

Rufaro Chitiyo, Tennessee Technological University; Maria Suarez, Avalon Center
Many people enter the helping professions with hopes of relieving others' suffering without necessarily thinking of how it can impact their own lives. Those working in such professions often times work with vulnerable populations, working towards reducing the impact of some type of external stress, usually trauma. There are some occupations that deal with extreme trauma on a more frequent basis, e.g. healthcare providers, emergency service providers, and community service workers (Cocker & Joss, 2016), and these jobs can place the helping professional at greater risk of taking on the trauma of others. Trauma resulting from being in the helping profession can come in many forms, with different levels of severity. Consequences of working with populations who have been impacted by trauma can come in the form of burnout, secondary traumatic stress, and compassion fatigue. In this interactive presentation, we will address how burnout, secondary traumatic stress, and compassion fatigue are things that all helping professionals are at risk of. We also explain how self-care has the potential to thwart those three conditions before they happen or alleviate symptoms after they have happened. We will not only provide working definitions of burnout, secondary traumatic stress, and compassion fatigue (with examples), but also explore self-care ideas that are feasible for the busy professional who wants to start or continue to take care of him/herself.

Building Capacity for Children's Participation in US Child Welfare Practice
Anna Cody, Virginia Commonwealth University
Broadly conceptualized as having space to share their voice and have their voice seriously considered in decision making about matters which impact their lives, children's participation has been identified as a critical element to enhancing children's emotional and psychological health thus directly impacting children's subjective well-being. In the context of child welfare, the importance of children's participation is heightened as children who are likely to have experienced complex and chronic traumas continue to be passively acknowledged and placed in a position of powerlessness due to a lack of meaningful engagement in case and safety planning. Although the challenges to adopting participatory approaches in child welfare are significant (high caseloads, lack of training for direct engagement with children, lack of supervisory support for relational practice) this project aims to amplify caseworker agency in finding opportunities to meaningfully engage with children through relational practice. Using a constructivist grounded theory approach to exploring the following research questions: 1) Where are there opportunities for enhancing and strengthening participatory approaches to working with children within child welfare care and safety planning?, 2) What changes about caseworker's practice with youth when they consider children's participation in child welfare decision-making?, 3) Does adoption of participatory approaches to working with children in child welfare support caseworkers in realizing "joy in practice"? Findings from caseworker interviews and caseworker co-learning group discussions will highlight caseworker resilience in working with children in child welfare settings and practice changes which occur when caseworkers adopt participatory approaches with children.

From Patient to Provider: Synthesizing the Mental Healthcare System within the Epicenter of Mental Health Crises
Nicholas Coombs, University of Montana
Purpose: Depression has a recurring negative impact on quality of life and is heavily associated with increased risk of suicide. The magnitude of this challenge is evident in the steady rise in suicide across the United States and an even steeper rise in Montana, the state with the highest rate of suicide. When considering Montana's elevated, vast, rural geographic setting, inability to control for long, dark winters, ultimate shortage of mental health providers, and cultural stigma against any intangible mental illness, individuals who reside in Montana are at the epicenter of mental health crises as they relate to depression. The purpose of my research is to explore novel, systemic approaches to better serve individuals experiencing depression by cross-pollinating the array of challenges elicited by both individuals and mental health providers who reside and practice, respectively, in Montana. Methods: A mixed methods approach will be conducted over three stages. Stage 1 will employ a cross-sectional, secondary data analysis from the statewide representative Montana Behavioral Risk Factor Surveillance System to estimate the prevalence and geographic location of who in Montana 1) has access to mental health services, 2) is utilizing the mental healthcare system and 3) has a personal medical home. Stage 2 will administer qualitative surveys to mental healthcare providers, informed by findings gathered in Stage 1, to identify the unique composition of their clinical experience, patient populations, and available or recommended treatment options for depression. Stage 3 will conduct in-depth, qualitative interviews with a sample of enthusiastic providers identified in Stage 2. Significance: All cases of depression are different as are peoples' attitudes, behaviors, and levels of access to the mental healthcare system. To date, no research has ever investigated the aggregate view of depression from the eyes of both patients and providers, providing original value to this research.

Promoting resilience among individuals with dis/abilities: Longitudinal associations between timing of special education receipt and juvenile justice involvement

Emily Davison, University of Florida; Sarah D. Lynne, University of Florida; Nicholas S. Ialongo, Johns Hopkins University

Youth with special education needs are a vulnerable population for which early identification and receipt of services may serve in promoting resilience to prevent negative outcomes. Individuals with dis/abilities and racial/ethnic minorities are overrepresented in the juvenile justice system (Kempf-Leonard, 2007; Puzzanchera & Hockenberry, 2015; Quinn et al., 2005). There is disproportionality in special education as well with African American and low-income youth overrepresented (Artiles et al., 2010). Cross-sectional research in special education shows that earlier intervention is associated with better student outcomes (Guralnick, 2005). This study is the first to longitudinally evaluate the association between timing of special education referral and future juvenile justice involvement. Data come from the Johns Hopkins University Prevention, Intervention, and Research Center's 2nd Generation dataset (JHU PIRC), a longitudinal study of predominately African American, low income youth (n = 678; 46% female). School administrative data and department of juvenile justice (DJJ) records were used in the current study. Preliminary analyses evaluated associations between timing of special education service receipt (middle vs. high school) and DJJ records. Twenty-nine percent of students received special education services in middle school with an additional 12% receiving special education services for the first time in high school. Among kids who never received special education services, 16% had a DJJ record compared to 29% of youth who received services in middle school and 40% of youth who received services for the first time in high school, χ^2 (3, N = 445) =17.85, p < .001. This study provides important evidence of longitudinal associations between timing of special education services and juvenile justice involvement with important implications for how to promote resilience among this vulnerable population.

Sexual Violence (SV) Social Norms: An Exploration of Prospective Frames and Trends in National and Regional Traditional Print Media Reporting, 2014-2017

Olivia Egen, ASPPH/CDC; Laura Kollar, Centers for Disease Control and Prevention; Kellie Carlyle, Virginia Commonwealth University School of Medicine; Laura Palumbo, National Sexual Violence Resource Center; Jenny Dills, Centers for Disease Control and Prevention

Introduction: The STOP SV: Technical Package to Prevent Sexual Violence includes prevention strategies such as "Promote Social Norms that Protect Against Violence." Media is an important socializing agent impacting the public's perception and normative beliefs. The extent to which media covers certain topics and how these topics are framed may affect perceptions of blame and responsibility for SV. This research provides historical trend analysis prior to the August 2018 release of the CDC's SV Media Guide (which provides journalists with a resource to aide in reporting on SV) and will provide a baseline for comparison of how SV is framed in future years. Methods: Traditional print media articles on SV were identified from 48 of the top circulated newspapers. The newspapers are distributed across the US with the following in each region: Northeast, n=9; Midwest, n=11; South, n=13; West, n=10; and National, n=5. Using a systematic random sampling strategy, an equal number of articles will be pulled from each newspaper by region and year. Descriptive statistics, one-way and two-way ANOVA, and trend analyses will be computed by region and year. Planned Analyses: Results are forthcoming and will be finalized by March 2019. Conclusion/Impact: Prior research suggests media influences perceptions of SV norms making it important to ensure that messages are framed appropriately and information is factual. This research can enhance social norms protecting against violence and examine how regional media historically frames SV. Findings may also provide direction on which regions would benefit from the SV Media Guide.

Where We Meet: An Autoethnography Exploring Place, Power, and Perspective in Resilience Research

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This autoethnographic study uses my personal experience as a service provider and researcher in a Housing First community, comprised of individuals who have experienced chronic homelessness as well as long-term and severe alcohol use disorder (AUD), to explore, describe and systematically analyze the importance of meaning making, place, power, and the social environment in resilience discourse. Autoethnography is a transformative research method that uses the author's self-reflection as a tool to understand larger political, cultural, and social meanings and understandings (Garance, 2010). My lived experiences, including being the child of parents who struggled with AUD and who have a history of homelessness, are investigated as factors that present both benefits and challenges in the Community Based Participatory Research (CBPR) context with this stigmatized and marginalized community. The complexity of CPBR as a researcher with significantly more power than co-researchers is examined and the

concept of reflexive research ethics (Blair & Deacon, 2015) is understood through my own self-conscious evaluation of my role in the research in relation to community participants. Ungar's (2011) theoretical work on a social ecological theory of resilience in which resilience is understood to be interactional, environmental, and culturally pluralistic influences the way that I work to understand how a small shift within the social ecology of a group of individuals with a history of homelessness and AUD can potentiate positive development, as is defined by the community. This autoethnography considers how positive outcomes are negotiated within discursive spaces and how our judgements of what is an indicator of well-being under stress is contextually dependent. This work seeks to examine self-reflexivity as an essential tool within CBPR and other research that demands an interrogation of power and perspective, as well as to enrich the literature on the social ecology of resilience.

The association of supportive and unsupportive emotion socialization with grit and depressive symptoms in Latinx adolescents
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"Gritty" individuals may be more likely to persevere through negative events, gaining protection against hopelessness and depression. In fact, grit is negatively associated with adult suicidal ideation (Kleiman, Adams, Kashdan, & Riskind, 2013), but little else is known about the relationship between grit and psychopathology, especially during adolescence. Additionally, while parent emotion socialization (ES) has been associated with youth depression (Katz et al., 2014), less is known about how ES influences positive character traits, like grit, that may support resilience against psychopathology. Finally, extant research in these domains has utilized primarily European-American samples. This study advances the literature by (1) exploring the association between parent ES and grit, and (2) testing how grit indirectly effects the association between parent ES and youth depression in a diverse sample of 263 adolescents (Mage = 14, 52% female, 90% Hispanic). Using Mplus version 8, we tested the model of supportive and unsupportive ES (latent factors indicated by reward and neglect of happy and sad emotions, respectively), predicting youth depression, mediated by grit. Model fit was excellent ($\chi2(5) = 3.59$, p = 0.610, RMSEA = 0.00, CFI =1.00). Supportive ES was significantly negatively associated with youth depression (β = -0.24, SE = 0.10, p = .012) while unsupportive ES was positively associated with it (β = 0.31, SE = 0.09, p < .001). Supportive ES was also associated with grit, whereby more supportive practices were associated with higher levels of grit (β = 0.21, SE = 0.11, p = 0.046). Surprisingly, grit was not associated with unsupportive ES or youth depression. The significant main effects have implications for targeting positive parent ES responses in order to cultivate youth grit while also reducing youth depression. Further, the study demonstrates that grit is not associated with depression in Latinx youth.

Factors associated with resilience in families after a house robbery incident
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The aim of this mixed methods study was to identify characteristics and resources that families possess and utilize that enable them to adapt successfully, and as such be resilient, after having experienced a house robbery. The study was rooted within the contextual framework of the Resiliency Model of Family Stress, Adjustment and Adaptation. Through convenience sampling 32 families were identified from case reports at a police station in the west coast region near Cape Town, South Africa. Seven self-report questionnaires were completed by one adult family representative who had experienced a house robbery between five and one year prior to data collection. In addition, participants were required to complete a biographical questionnaire and respond to seven open-ended questions relating to their experience of factors relating to their family's adaptation. Quantitatively, the following characteristics were identified: The family's coping strategy of reframing their situation more positively; the family's hardiness (or stress resistance and durability); commitment to the family in promoting the hardiness of the family unit; their establishment, and use, of family time and routines; their efforts at sharing family mealtimes together; the promotion of parent-child togetherness and communication; and the family emphasis on building togetherness through spending time and doing activities together. Qualitatively, four themes emerged strongly. These are the support that family members provide, and receive, within their own family; the support from extended family, relatives and friends; their social support; and the security measures that are installed and/or upgraded around the house in order to regain their feelings of safety. These findings suggest that interventions aimed at improving family adaptation in families who have experienced a house robbery incident should focus on helping struggling families to positively reframe their stressor, find ways of tapping into their internal strengths, and building strong support networks.

An evaluation of a resilience-fostering intervention in children exposed to intimate partner aggression
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Negative outcomes of intimate partner aggression (IPA) reach beyond the targeted victim to other members of the family and household, especially children. Children's exposure to IPA is associated with a host of negative outcomes both in the short- and long-term. Few programs exist to treat children's exposure to IPA, and none that seek to treat this exposure by fostering resilience have evidence of effectiveness. The purpose of this project was therefore to evaluate the effectiveness of a summer day camp program aimed at fostering resilience to conflict in children exposed to IPA. The program is guided by principles of Cognitively-Based Compassion Training by teaching principles and skills in peace education, compassion, empathy, emotion regulation, and conflict avoidance. Using a single-group pre-test/post-test design, a cohort of children (ages 5-12, N = 52) were followed over the course of an eight-week summer program. Parents completed a survey, program staff completed semi-structured interviews, and children completed standardized measures of resilience as well as semi-structured interviews. Descriptive and qualitative results suggest the program is effective at increasing resilience in these children as demonstrated by improved emotion regulation strategies (including increased ability to identify emotions and manage negative affect), increased self-compassion, increased use of conflict avoidance skills, improved relations with parents, and improved social skills with peers. Importantly, children's reports indicate the program helped improve their self-image, and this increased self-esteem led to confidence in utilizing learned skills at home. Recommendations include continuation of the evaluation to provide more explicit understanding of the effectiveness of different elements of the program and to control for maturation and repeated exposure, refinement of the program's aims and methods for increasing particular strengths in children, and calls for further research into the process of cultivating resilience.

Benevolent Childhood Experiences among American Indian Young Adults
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Early childhood experiences have important impacts throughout the life course. Research with American Indian (AI) communities has demonstrated the detrimental impacts of historical and intergenerational trauma and resulting Adverse Childhood Experiences (ACEs) that result in negative health and behavioral outcomes in adulthood. The concept of Benevolent Childhood Experiences (BCEs) provides an alternative opportunity to assess positive early life experiences and the impact these experiences may have on wellbeing. The purpose of this study is to examine how BCEs impact AI young adults' social support and wellbeing. Participants are from the Healing Pathways (HP) Study, a longitudinal, community-based participatory research panel study with American Indian families. The baseline (2002) HP sampling procedure involved contacting all families with a tribally enrolled adolescent aged 10-12 living on or within 50 miles of the reservations/reserves. Trained interviewers contacted participants and completed survey interviews annually from 2002 – 2010 (average adolescent age 11 – 18), then re-contacted participants in 2017 when the average age was 26 years. Data for the current analyses are derived from the 453 young adult participants interviewed at wave 9 of the study (2017 – 2018). Participants reported very high endorsement of BCEs items, with 83% of the sample reporting that they had experienced seven or more out of eight BCEs. Preliminary findings reveal positive and statistically significant associations between BCE scores and flourishing mental health status, satisfaction with friends and family, and two-way social support. We will present additional multivariate findings to explore the relative strength of these associations net the effects of other culturally specific risk and resiliency factors. Benevolent Childhood Experiences may be an important factor in wellbeing in early adulthood. High endorsement of BCE items can shift the too common, deficits-based narrative about AI families by demonstrating overwhelmingly positive childhood experiences for the majority of participants.

Preschool Teachers' Knowledge about Dyslexia in Malaysia
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The earlier dyslexia is identified amongst affected children, the sooner families and schools have opportunities to alleviate these learning difficulties. Teacher plays an important role with regard to the learning of reading and writing in children. They also act as observers of children's behavior in the classroom as well as understanding and recording the children's difficulties and potentials. Despite the importance of early identification by teachers, there is the continuous issue of teachers informally mislabelling affected children as having dyslexia. The mislabelling of children may be due to the teacher's limited knowledge and understanding of this disabilities. This limited knowledge may also impact their perception and treatment of children who have a formal identification of dyslexia.

The purpose of this study is to assess the knowledge of dyslexia among preschool teachers. A cross-sectional study was conducted in Community Development Department kindergartens in Selangor, Malaysia. A total of 91 preschool teacher were randomly selected to participate in this study. Dyslexia Belief Index Questionnaire was used to assess the teacher's knowledge regarding dyslexia. The questionnaire consists of 30 items which assess definition, characteristic, treatment, school environment and impact of disability in relation to dyslexia. The results showed, mean score for each construct is below the criterion mean score of point (80% from each construct). Analysed data obtained mean score of 5.16 (definition), 26.47 (characteristic), 14.97 (treatment), 13.90 (school environment) and 20.73 (impact of disability) from a total from 5 constructs respectively. This indicate that majority of preschool teachers had a low knowledge regarding dyslexia. In conclusion, more effort is needed such as dyslexia health education program, workshops and dyslexia courses to significantly improve the teachers' knowledge which later will have major beneficial effect to the community.

Promoting Resiliency in Adult Survivors of Adverse Childhood Experiences Involved in Mental Health Court
Porter Jennings, The University of Georgia; Stephen McGarity, The University of Tennessee Knoxville
The U.S. has one of the highest incarceration rates in the world despite recent stabilization in numbers (Travis, Western, & Redburn, 2014). Within this population, as many as 50% of individuals have experienced mental illness (Canada & Gunn, 2013), and over 80% report having experienced at least one Adverse Childhood Experience (ACE; SAMHSA, 2018). In response to the disparate incarceration of individuals with mental illness in the criminal justice system, mental health courts have emerged in the U.S. to prioritize rehabilitation over incarceration. Despite a recent increase in attention to the correlation between childhood trauma and adult criminal justice system involvement, little research has examined how exactly ACEs impact adult involvement in mental health court. In this qualitative study, adult graduates (N=15) from a rural Southeastern mental health court circuit were administered the ACEs questionnaire, followed-by in-depth, semi-structured interviews to explore how ACEs impact the path to involvement in mental health court, programmatic experience, and recidivism following graduation from the court. Using narrative analysis guided by Polkinghorn's five-step model (1995), the following primarily conclusions were made: (a) 93.33% of participants interviewed experienced one or more ACEs, and overwhelmingly reported that childhood trauma strongly impacted their path to mental health court involvement, programmatic experience, and outcomes; (b) some participants felt the mental health court program was trauma-informed and promoted resiliency, while others experienced (re)traumatization; and (c) formal and informal social supports were identified as the two primary factors that promoted resiliency among participants before, during, and after their involvement in mental health court. Findings highlight factors that promote resiliency among this population that can be used to advance trauma-informed criminal justice system reform in the U.S.

Fostering a Climate of Resiliency in Schools to Meet the Unique Needs of School-Aged Children Impacted by Migration
Porter Jennings, The University of Georgia; Mary Held, The University of Tennessee Knoxville
Recent changes in U.S. immigration policies and rising anti-immigrant sentiment have been correlated with an increase in trauma symptoms among school-aged children impacted by migration (Collier, 2015). These symptoms have the potential to adversely impact children's school performance and overall wellbeing. Such adverse effects are often first observed in school settings, thus making schools a prime opportunity for potential positive intervention. When aware of how to meet the unique needs of children impacted by migration through culturally sensitive, trauma-informed response, schools can increase protective factors that promote resiliency for both children impacted by migration and their families. Using Levac, Colquhoun, and O'Brien's (2010) advanced framework, a scoping review of related literature (N=22) was conducted to identify the primary effects of recent changing immigration policies and sentiment on trauma symptoms in school-aged children impacted by migration. Using the primary themes that emerged, a novel model was created that helping professionals can use to guide schools in Nashville and beyond on how to respond to the unique needs of this population by fostering culturally sensitive, trauma-informed school climates. The process includes the following five steps: (a) plan an initial discussion with a school system on the strengths and needs of this population, (b) work with school to identify a contextually appropriate framework to present this information to all school staff with a clearly identified outcome goal (promotion of resiliency); (c) provide psychoeducation on the issue; (d) help school staff create an action plan in response to observed needs in a way that fosters a climate of resiliency within the school, and (e) educate schools on how to sustain this culture of resiliency by connecting both school staff, children, and their families to resources.

Reducing the Impact of Early Childhood Stressors on Problem Behaviors
Kyler Joachim & Esther Malm, Murray State University

This study seeks to illuminate the problems that can be faced by those who have experienced stress in childhood but who did not necessarily develop clinically diagnosable problems. This research comes in light of research as a whole's move away from static to contextual models of understanding personality development, making it imperative to consider daily occurrences, not just biology or significant traumatic events, in personality formation. Temperament has long been considered the innate source of behaviors that later solidify into personality, but behaviors themselves and the conditions that produce and reinforce them are shaped by the daily environment. This behavior-environment interaction is especially important for children experiencing chronic and multiple childhood stressors like low income, food insecurity, and parental aggravation. Non-clinical personality related problem behaviors like high internalizing/externalizing behaviors may arise from these stressors over time, which in turn lead to negative life consequences including relationship problems, lower job performance, and diagnosed disorders. This study therefore seeks to explore the impact of chronicity and multiple childhood stressors on high internalizing and externalizing behaviors in adolescence and the mitigating role of parental involvement during childhood. It is hypothesized that chronic and multiple stressors at ages 3 and 5 will predict higher internalizing/externalizing behaviors at age 15. Secondly, parental involvement at age 3 and 5 will predict lower internalizing/externalizing behaviors at age 15. But of course, not all children born into stressful environments will exhibit negative clinical problem behaviors. Resilience research on the impact of early childhood stressors on non-clinical behaviors is important to help reduce negative personality behaviors that impede daily adult functioning.

Black Feminist Perspective on Treatment of African American Female Trauma Survivors
V. Nikki Jones, MTSU; Lauren Curry, Black Lesbian Literary Collective
This poster provides information on Black feminism as a strengths-based and culturally congruent treatment approach for Black female sexual trauma survivors. . This poster describes group context, professional cultural competency, and treatment strategies that are consistent Black feminism.

Does How We Measure Domestic Violence Exposure Influence Resilience Outcomes?
Amie Kahovec & Megan Haselschwerdt, University of Tennessee, Knoxville
Youth exposed to interparental domestic violence (DV) are at an increased risk for maladaptation, yet a substantial portion of DV-exposed youth demonstrate positive adaptation and resilience. Much of the DV exposure literature views DV-exposed youth through a deficit lens, neglecting these youth's resilience, particularly once they enter young adulthood. Further, our field has yet to examine complexities in DV exposure experiences that may influence resilience outcomes. For example, might resilience look different for youth exposed to violence that is frequent and rooted in coercive control compared to less frequent, situationally provoked violence? This presentation will build upon the existing literatures to advance our understanding of the complexity and variations in violence and how that affects resilience of young adults who were exposed to DV during childhood and adolescence. Data for this presentation comes from phase two of a larger project on the retrospective accounts of youth exposed to father-mother-perpetrated DV during childhood and adolescence. For this presentation, one hundred and forty-seven young adults (ages 18-25), including a DV-exposed sample (n = 99) and a comparison sample of non-DV-exposed young adults (n = 48), responded to a variety of retrospective DV exposure questions (e.g., frequency of physical violence, revised Conflict Tactics Scale; coercive control, the Isolation Domination subscale of the Psychological Maltreatment of Women Inventory) and current resilience using the Connor-Davidson Resilience Scale. We will present results from a hierarchical linear regression examining the association between retrospective DV exposure and coercive control exposure and present resilience, controlling for frequency of physical violence exposure, as well as an ANOVA with post-hoc test to compare resilience scores of young adults categorized into either situational couple or coercive controlling violence. Results will be discussed in terms of future directions and practical implications.

Resilience, Childhood Adversity, and Health in US College Students
Lisa Maria Krinner, Jan Warren-Findlow & Jessamyn Bowling, University of North Carolina at Charlotte
Background: Adverse childhood experiences (ACEs) are related to various negative health outcomes, including poor self-rated physical health (SRPH). Our goal was to assess the mediating effect of resilience on the relationship between ACEs and SRPH in US college students.
Methods: Undergraduate and graduate students (n=568; 18-30 years) from an urban, public university in the Southeast completed a cross-sectional online survey. We assessed the relationships between ACE exposure, resilience, and SRPH. We conducted a mediation analysis, using unadjusted and adjusted logistic regressions to determine whether resilience mediates the relationship between ACEs and SRPH. Results: Participants were in their early twenties, almost 75% were female. We had a majority-minority sample in terms of race/ethnicity; three-fourths

were undergraduate students. One-fourth of students reported poor or fair physical health. Half of the students had experienced between two and four ACEs. Mean resilience was 3.26 (sd .79; range 0-5). In unadjusted analysis, greater resilience decreased the odds for poor SRPH by 25% (OR= .75, 95% CI = .60-.96). We found a significant dose-response relationship between ACE exposure and poor SRPH in both unadjusted and adjusted analyses. In unadjusted analysis, having between five and seven ACEs versus between two and four ACEs increased the odds for poor SRPH from 69% to 168%. Resilience attenuated these odds slightly in all ACE categories.

Conclusions: In the present study, resilience met the statistical criteria for partial mediation of the relationship between ACEs and poor SRPH; however, the effect of resilience was not meaningful in terms of buffering the effect of traumatic experiences on SRPH. Independent of adverse childhood experiences, interventions to strengthen resilience might have a distinct potential to improve college students' self-rated health.

Student Engagement and its Associations with Parental Depression, Parental Involvement, and Academic Achievement
Nickolas Langley, Georgia State University; Candace Evans, Georgia State University; Melinda Reed-Morrice, Georgia State University; Esther Malm, Murray State University; Christopher Henrich, Georgia State University

Parental school involvement and student engagement can promote resilience in academic achievement among students from diverse backgrounds (Irvin, 2012; Li & Fischer, 2017). One possible obstacle to parental school involvement, and potentially student engagement, is parental depression. Parental depression is thought to negatively affect children's academic achievement directly and indirectly through its effects on everyday interactions, parental sensitivity, and involvement in activities at home and school (Goodman, 2007). In support of this notion, research suggests that parental depression is related to decreased parental school involvement (Valdez et al., 2013) and student engagement (Claessens et al., 2015), specifically.

Data from the Fragile Families and Child Wellbeing Study (FFCWS; Reichman et al., 2001) were used to investigate how parental depression and involvement are related to student engagement and, ultimately, academic achievement. Latent structural equation modeling (SEM) was used to test for direct effects of parental depression and involvement on student engagement and of student engagement on academic achievement. Indirect effects of depression and involvement on academic achievement through student engagement were also examined.

Results revealed strong, positive relationships between student engagement and academic achievement, such that higher levels of engagement were associated with greater skills in language and literacy ($\beta = 0.57$, $p < .001$), science and social studies ($\beta = 0.55$, $p < .001$) and mathematics ($\beta = 0.57$, $p < .001$). There were also significant, negative associations between parental depression and student engagement, such that higher levels of paternal ($\beta = -0.10$, $p < .05$) and maternal depression ($\beta = -0.07$, $p < .05$) were related to lower levels of student engagement. As predicted, both maternal and paternal depression were indirectly related to each academic outcome through their negative associations with student engagement. Implications and future directions will be discussed.

Resolving Inconsistent Findings Regarding Sports and Adjustment Among High-Risk Youth
Tara Mercurio, University of Florida
Sarah D. Lynne, University of Florida; Nicholas Ialongo, The John Hopkins University

Youth sport participation may serve a protective function for youth, particularly those from high-risk backgrounds (Hermens et al., 2017) highlighting the potential of sport to promote resilience. For instance, sport participation is positively correlated with physical activity, life skill development, academic achievement, and social and emotional learning (Holt et al., 2011). Importantly however, research also indicates that sport participation is associated with increased substance use (Kwan et al., 2014). Understanding sport as a potential pathway to resilience requires investigation of the positive and negative impacts of sport participation and potential differences by gender.

This study is a secondary data analysis of the Johns Hopkins University Prevention, Intervention, and Research Center's 2nd Generation dataset (JHU PIRC), a longitudinal study comprised mostly of low-income, African American youth (n = 678). Data were collected via self-report on stressful life events, sport participation, and substance use during the middle school years (6th – 8th grades). Results indicate a significant gender gap in sport participation with 70% of males participating in sport compared to 30% of females, X2 (1, N = 629) = 52.15, p <.001. Females who participated in sport also reported statistically higher number of stressful life events, t(256) = 2.698, p = .042; whereas there was no association for males. Additionally, sport participation for females was associated with alcohol use (X2 (1, N = 273) = 6.2, p = .013) and any drug use (X2 (1, N = 273) = 4.5, p = .034). More work needs to be done to understand both the positive and negative impacts of sport participation, and the role of sport as a process for building resilience, particularly for girls. Mediating factors, such as quality of the sport programs should be considered.

Risk & Protective Factors Among Gender Minority Youth from Rural Middle Schools
Tara Mercurio, Emily M. Davison, Sarah D. Lynne, Allison S. Metz, & Julia A. Graber, University of Florida
Lesbian, gay, bisexual, transgender and queer/questioning (LGBTQ) adolescents are at a greater risk for substance use, depression, suicide, and other risk behaviors (NIDA, 2017; Russell & Fish, 2016). They are also vulnerable to bias-based bullying which has been shown to have a greater impact than general bullying victimization (Gower et al., 2018). This study evaluates self-reports of bias-based bullying victimization, current substance use, and risk and protective factors among gender minorities. 3,169 students were recruited from all middle schools in a rural county in the Southeastern United States, with an average age of 12.7 (SD = 1.14). Participants were assessed twice during a single academic year, as part of a pregnancy prevention program. Upon review of the gender variable, a number of write-in responses were noted (e.g. selected both genders, this does not apply), as well as inconsistent reporting across time (n = 38), from which a gender minority sub-population emerged. Gender minority students reported higher binge drinking (X2 (1, N = 1,464) = 24.207, p <.001) and marijuana use (X2 (1, N = 1,463) = 12.436, p <.001). They also reported higher bullying of LGBTQ youth, χ2 (1, N = 2131) =11.027, p = .003 and higher reports of being bullied themselves, χ2 (1, N = 2147) =4.939, p = .036. They reported spending more unsupervised time with mixed gender peers as well as lower levels of caring about doing well in school, friendships that kept them out of trouble, resisting peer pressure, and making healthy decisions about drugs or alcohol. The surfacing of the self-identified gender minority adolescent sub-population highlights changing demographic trends and emphasizes the need for direct measurement of this group to identify pathways to promote resilience in this vulnerable population.

The Relation between Adverse Childhood Experiences (ACEs) and Subjective Well-being among Latino Adolescents: Identifying Protective Factors
Miguel Nunez, University of Cincinnati; Jenny Zhen-Duan, University of Cincinnati/Boston University; Farrah Jacquez, University of Cincinnati
Adverse Childhood Experiences (ACEs) are stressful, potentially traumatic events that occur between birth and 18 years of age (e.g., sexual abuse). Previous research has documented the negative effect of ACEs on adolescents' well-being (Bielas et al., 2016) and shown Latinos to be an ethnic group at a higher risk than the general population (Llabre et al., 2017). Despite this, only a handful of studies have documented the negative impact of ACEs on Latino adolescents' well-being. Further, most studies have focused on the detrimental impact of ACEs while overlooking protective factors that may help adolescents build resilience. To address this gap in the literature, the present study aimed to (1) determine the effect of ACEs on Latino adolescents' subjective well-being (SWB) over and above age and gender and (2) analyze whether certain assets (i.e., emotion regulation, religious meaning-making, purpose, and self-efficacy) and resources (i.e., community support, family cohesion, and social support) serve as protective factors to buffer the negative impact of ACEs on SWB. Eighty-eight Latino adolescents, ages 13-19 (M = 15.22) were recruited to participate in the study. All study instruments were available in English and Spanish. Our results suggest that there is negative association between ACEs and SWB, over and above age and gender F(3, 84) = 4.36, p <.01. From our list of potential protective factors (moderators), only family cohesion, B = .11 (SE = .06), t(84) = 1.94, p = .056, and purpose, B = -.20 (SE = .08), t(84) = -2.50, p < .05, moderated the relation between ACEs and SWB. Simple slopes analyses revealed that high levels of family cohesion buffered the impact of ACEs; however, the opposite was true of purpose. The results of this study can serve in the development of interventions aimed at increasing resilience among Latino adolescents who experience ACEs.

Perceived Discrimination and Negative Cognitive Style in Youth: The Role of Self-Esteem
Jena Michel, Laura G. McKee, & Meghan S. Goyer, Georgia State University
Research has demonstrated a link between negative cognitive style (i.e., the tendency to attribute negative life events to internal, stable, and global causes) and depression. As such, understanding factors that may contribute to negative cognitive style is warranted. One factor to consider, particularly among minority youth, is discrimination, given its association with higher levels of depression. In addition, it is important to identify moderating factors, such as self-esteem, that may attenuate the negative impact of discrimination. The present study investigated self-esteem as a potential moderator of the relation between perceived discrimination and negative cognitive style. Participants for this study included 287 youth (50.2% male; 90% Latinx) ages 13-16 (M = 14.40, SD = .60). Bivariate correlations indicated that females and those reporting higher levels of perceived discrimination reported higher levels of negative cognitive style (r = .15, p = .03; r = .33, p < .001). Youth who reported higher levels of self-esteem reported lower levels of both perceived discrimination (r = -.25, p < .001) and negative cognitive style (r = -.38, p < . 001). Multiple regression analyses revealed that female gender (β = .14, p = .04), African American/Black race (β = -.22, p <.001), higher levels of perceived discrimination (β = .23, p < .001), and lower levels of self-esteem (β = -.31, p <

.001) predicted higher levels of negative cognitive style. The interaction between discrimination and self-esteem was not significant in predicting negative cognitive style. Findings suggest the importance of interventions targeting female and African American/Black youth, as well as youth experiencing greater discrimination, as these factors each predicted higher levels of negative cognitive style. Further research is necessary to identify resilience factors that may protect minority youth from developing a negative cognitive style in the face of discrimination.

The Community Resilience of Early Childhood Externalizing Symptoms
Fei Pei, Xiafei Wang, & Susan Yoon, The Ohio State University
A substantial body of literature addresses resilient factors impacting early childhood externalizing behaviors (Evans, Davies, & DiLillo, 2008; Fearon, Bakermans-Kranenburg, van IJzendoorn, Lapsley, & Roisman, 2010). However, limited studies discussed the role of neighborhood risks in early childhood externalizing problems. Identifying the neighborhood factors that affect the resilience after experiencing early childhood externalizing behaviors is important for macro-level interventions. This study examined both the direct and indirect effects of neighborhood risks on early childhood externalizing behaviors and investigated the mediation effects of parental stress and physical abuse. Using data of 3,036 3-year children from the Fragile Families and Child Wellbeing Study (FFCWS), Structural Equation Model (SEM) was conducted in Mplus v.8.0 (Muthen & Muthen, 2015). The results showed that neighborhood risks directly affected young children's externalizing behaviors, and parental stress and physical abuse mediated such relationship. Parents living in a community with less neighborhood risks show low level of parental stress and less physical abuse behaviors. Our study expands upon existing literature by explaining the community resilient factors of early childhood externalizing problems and the role of parental stress and physical abuse in this process. The findings highlight the important of community resources to promote resilience of young children with externalizing symptoms. In areas where there are high levels of neighborhood disorganization, screenings for young children that include questions specifically related to externalizing behaviors, such as the Ages and Stages Questionnaires: Social Emotional (Squires, Bricker, & Twombly, 2002) may be particularly useful.

The Factor Structure of the Posttraumatic Growth Inventory in a Spanish Sample of Adult Victims of Interpersonal Violence in Childhood
Noemí Pereda, University of Barcelona; Ana Martina Greco, University of Barcelona; Laura Pajón, De Montfot University
The interest in growth and positive change following trauma and adversity has increased in research during the last decades. The Posttraumatic Growth Inventory (PTGI; Tedeschi & Calhoun, 1996) has been widely used to measure growth after traumatic events in different languages, with different types of adversities and among different populations, such as war veterans (Palmer, Graca, & Occhieti, 2012), or cancer patients (Jaarsma, Pool, Sanderman, & Ranchor, 2006). The present study aims to validate the first Spanish version of the PTGI in a sample of 243 young adults (70% female), aged 18 to 35 years old (M = 21 years, SD = 2.5) who reported being victims of different types of violence during their childhood and/or adolescence. Reliability, internal structure and correlations with different types of victimization were obtained. Preliminary analyses showed acceptable reliability for the PTGI subscales (ranging from $\alpha = .61$ to $\alpha = .91$). Exploratory factor analysis supported a four-factor structure corresponding to "New perception of life", "Relating to others", "Personal strength", and "Spiritual change". All types of victimization were significantly correlated with the PTGI scores. Sexual victimization showed the lowest coefficient of correlation. Findings provide support for (1) the factorial validity of the Spanish version of the PTGI, and (2) the use of the PTGI in future research examining posttraumatic growth within samples of Spanish victims of interpersonal violence in childhood. Sexual victimization might be one of the hardest types of experiences to overcome, according to our results.

Protective Factors + SMART Practices = RESILIENCE
Kelsey Renning, Duke University School of Nursing
Building resilience is an important part of coping with life's inevitable stressors. Children are particularly vulnerable to the effects of chronic stress. The Stress Management and Resiliency Training (SMART) is a program available to practitioners and emphasizes positive thinking, wellness modalities, and mind-body connection. SMART practices can protect children during challenging times, providing a framework that helps both children and their families become even more resilient. Building resilience in children can reduce the negative, long-term impact of stress and help them carry positive coping into adulthood.

Control is the Problem, Psychological Flexibility is the Solution
Amanda Russell, Kindred Place/University of Memphis; Ashley Murphy, Kindred Place

Research studies examining the outcomes of popular offender treatment programs such as the Duluth and Cognitive Behavioral Therapy Models have indicated that these programs are minimally effective in reducing risk of re-offense. These programs tend to be confrontational and focus on changing participants attitudes of power and control and their patriarchal beliefs. These programs have failed to consider and address the ways in which trauma, mental health, and unwillingness to experience difficult emotions may be driving the participants' behavior. The Achieving Change Through Values-Based Behavior (ACTV) program was developed by researchers in collaboration with the State of Iowa Department of Corrections as a response to the deficits in the traditional BIP programs. ACTV focuses on fostering psychological flexibility and mind-body awareness and approaching treatment through collaboration. The program is based off the of principles of Acceptance and Commitment Therapy, a therapeutic method that incorporates mind body awareness with a focus on values. ACTV has been adopted as the standard treatment model by the State of Iowa and research has shown its effectiveness compared to the traditional Batterer's Intervention Programs (BIPs). Kindred Place, a non-profit counseling agency in Memphis, TN is facilitating a pilot study of the ACTV program in Shelby County in collaboration with researchers at the University of Memphis. Research conducted will evaluate whether the ACTV program leads to reductions in reoffending, decreases offenders reported experiential avoidance and improves overall psychological flexibility. Preliminary data may be available at the time of the presentation.

Unpacking the possible: a qualitative case study of inclusive teacher practices in India
Tanushree Sarkar & Anjali Forber-Pratt, Vanderbilt University
Research on teachers and inclusive education in India has largely been conducted using standardized, quantitative measures of teacher attitudes, efficacy, and behavior. There is little focus on teachers' perspectives on their practice. Such findings promote a deficit view of teachers, recommending interventions to 'correct' teacher attitudes and behavior, with little attention to institutional and policy contexts within which teachers operate. The studies focus on what is absent or lacking, rather than what is possible. Singal (2005,2006) finds that imposition of notions of inclusive education in the Global South, through international development and policy efforts, has led to a confusion about what inclusion is and should be. According to her, inclusive education an elusive concept in the Indian context. While not discounting the urgency for reform in inclusive practices in India, the present study attempts to offer a perspective of what is possible in inclusive education in the Indian context. We present findings from a larger qualitative case study of a non-profit run inclusive school in Kolkata, India. Interviews and focus groups were conducted with teachers, school staff, students, and the school leader. Not unlike teachers in mainstream schools, not all teachers have received training on special or inclusive education. These findings center teacher voices and perspectives - identifying best practices, dilemmas, and challenges. However, teacher perspectives are discussed within the larger school and institutional context. An important feature is the description of teachers' inclusive practice as an iterative process, supported by feedback and input from the school leader. The findings highlight how the school provides serves as a space of familial bonding, allowing teachers to challenge views of educability, within the backdrop of a community that stigmatizes disability. It is in this way that these teacher-centered voices demonstrate resilience in their teaching and conceptualization of inclusion and disability.

Meditative Drawing as an Intervention for Anxious/Stressed Medical Students
Narois Nehru, American University of the Caribbean; Somphone Schwarzer, American University of the Caribbean; Colin Michie, American University of the Caribbean; Mark Quirk, University of the Caribbean; Elenore Miller, EMiller Education Consulting; Chelsey Rountree, American University of the Caribbean
Introduction: Zentangle is a mindfulness meditative technique intended to reduce anxiety while increasing focus and concentration through the repetitive drawing of patterns in delimited spaces. No drawing talent is necessary to use the method. Zentangle's use has spread rapidly through North America, Europe and recently Asia with little objective assessment in students. In July 2017 a pilot study involving 11 students and 5 partners demonstrated immediate reduction in anxiety for all 16 participants ($p=0.0012$). We now wish to to ascertain the effects of the Zentangle Method on anxiety levels in medical students at the American University of the Caribbean School of Medicine. Method: A cohort of 25-30 volunteer students from a medical sciences semester will complete an anonymised Beck Anxiety Inventory prior to and following participation in a 2-hour workshop. This inventory uses subjective experiences to estimate current levels of anxiety. During the workshop subjects will learn to use the Zentangle methods; opportunities for meditation will be provided. A student's t-Test will be employed in the analysis of the data. Results: Pilot data suggest studying a cohort of more than 25 students will permit a definitive assessment of the effects of the Zentangle methodology. Conclusions: This extension of a small pilot study and the application of a robust inventory will allow an objective assessment of a potentially valuable method to the support of students attending a medical school.

The Relationship between Social Support and School Engagement in Children Exposed to Adversity
Hanna Sheddan, Amanda Hasselle, & Kathryn Howell, University of Memphis
School engagement, defined as the degree to which a student is attentive and interested in academic achievement, has long been a predictor of children's academic success and school completion. Previous research suggests that exposure to adversity during childhood negatively affects children's school engagement, leading to lower rates of scholastic motivation and higher rates of school dropout. Resilience resources, including peer relationships and personal and social skills, have been shown to positively influence children's motivation in a classroom setting. These sources of resilience may help to preserve school engagement among children exposed to adversity. The current study aims to understand the association between personal skills, peer support, social skills, and school engagement among children exposed to domestic violence. Participants included 46 school-aged children (Mage= 9.39, SD= 1.42; 69.5% African American, 60% female) recruited from a family justice center to participate in a weeklong, camp-based intervention for children exposed to domestic violence. Utilizing the School Engagement Measure (SEM) and the Child and Youth Resilience Measure (CYRM), a linear regression was run to predict school engagement from children's age, personal skills, peer support, and social skills. The regression model was significant ($F(4, 41) = 10.80$, $p < .001$, $R2 = .51$), with younger age ($\beta = -3.72$, $p = .03$) and more peer support ($\beta = 2.80$, $p = .003$) associated with higher levels of school engagement. Social and personal skills were not significantly associated with school engagement in this sample. Results suggest that younger children may be more academically engaged, and that supportive peers may promote school interest and attentiveness. Therefore, incorporating social learning techniques (i.e. group projects, team building exercises) in the classroom may positively influence school engagement among children exposed to violence.

Survival Sex among Women Survivors of Intimate Partner Violence: Preliminary Results from a Domestic Violence Shelter
Kristin Silver, Samantha C. Holmes, Alejandra Gonzalez, Marisa Norton, Kiarra King, Dawn M. Johnson, University of Akron
Women survivors of intimate partner violence (IPV) residing in shelter are a marginalized group, with high rates of depression, trauma, increased susceptibility to STIs, and limited access to resources. IPV survivors residing in shelters may engage in survival sex (i.e., the exchange of sex for food, money, shelter, drugs, etc. on a non-professional basis) to meet needs the shelter system cannot provide. A racially-diverse group of IPV survivors residing in a domestic violence shelter in Summit County, Ohio, completed a computer survey assessing their involvement in survival sex, the associated contextual factors (e.g., need they were trying to meet), and age when they first had that experience. 85 ethnically/racially diverse women have completed the survey. 32% engaged in sexual acts for housing or shelter; for 38.5% of women, this first occurred before the age of 18; 24% engaged in sexual acts for food; for 43% of women, this first occurred before the age of 18; 21% engaged in sexual acts for drugs or alcohol; 33% of women had this experience before age 18; 31% explicitly engaged in a sexual act with a person for money; 27% of women first had this experience before the age of 18; 30% indicated they had engaged in any sexual act with another person to meet any important wants or needs not already mentioned. For 21% of women, this first occurred before the age of 18. This study is the first to empirically investigate the phenomenon of survival sex and its potential link to domestic minor sex trafficking within a sample of women shelter residents. Findings suggest that engaging in survival sex may be a common experience among IPV survivors in shelters. Results underscore the need for awareness, effective prevention programming, and resources to prevent sexual exploitation.

Coping Strategies of Young Adults Exposed to Domestic Violence in Childhood
Shahad Subiani, Amanda Capannola, & Megan Haselschwerdt, University of Tennessee-Knoxville
Millions of children are exposed to interparental domestic violence (CEDV) each year. Similar to adults who experience domestic violence (DV) victimization, CEDV utilize several strategies to cope with their exposure experiences. Compared to the number of studies focused on the negative impact of CEDV, there is far less research on coping strategies that CEDV use and whether they are perceived as helpful. Additionally, this small body of literature has not examined the diversity within DV exposure (e.g., characteristics of physical violence, degree of coercive control). To address these empirical gaps, this presentation will examine the strategies that young adults used in response to their past CEDV experiences documenting strategies used, perceived helpfulness of each strategy, whether there are differences in coping based on diverse CEDV experiences. One hundred and forty-seven young adults (ages 18-25 years; CEDV [n = 99], non-CEDV [n = 48]) participated in an anonymous, online survey from the second phase of a larger study on the retrospective accounts of young adults exposed to DV. For this presentation, CEDV was measured using the modified versions of the revised Conflict Tactics Scale and the

Isolation Domination subscale of the Psychological Maltreatment of Women Inventory. Coping strategies (e.g., writing in a journal, using social media, disclosing to a friend) and their perceived helpfulness were measured using 20 author created items based on qualitative data from phase one of the larger project. We will present the percent endorsement of the 20 coping strategies; a hierarchical linear regression examining the association between coercive control exposure, controlling for frequency of physical violence, and coping strategies used; and other within and across group differences for types of coping strategies, perceived usefulness and DV exposure experiences. Results will be discussed in terms of future directions and practical implications.

Building Thriving School Communities of Dalit and Tribal Indian Girls, Teachers and Government
Ananya Tiwari, SwaTaleem Foundation; University of Illinois, Urbana Champaign
In India, Kasturba Gandhi Balika Vidyalyas (KGBVs) are residential upper primary government schools, which were started in 2004 to ensure access of quality education to girls belonging to the lowest strata of society namely the Dalit and Tribal groups. 3609 such schools were set up in Educationally Backward Blocks (EBB) where the male – female literacy gap is higher than the national average while literacy rate is lower than national average. The scheme educates 450,000 girls at 460 districts employing approximately 15,000 teachers in 27 Indian states. The current state suggests that the vision of empowering the most marginalized community falls short markedly as most girls are subjected to early marriage (after grade eight) and teachers are provided with no professional development. Since these schools exist in isolation in the remotest parts of the country they are largely forgotten and do not feature in mainstream education discourse. The current work emphasizes on creating thriving communities out of these schools comprised of teachers, students and local government officials working in collaboration around socio-emotional skills. Overall objectives of the approach are threefold: a) Institutionalization of Teacher Professional Development for KGBV teachers which would improve teaching-learning processes in schools leading to better outcomes for girls. The learner centric approach will promote local, contextual, need based contents and solutions in school; b) Behavioural practices adopted in the workshops by teachers. students and systemic stakeholders of KGBV system through development of problem solving, collaboration, reflection and assertiveness skills; and c) An institutionalised support system for existing KGBVs in isolation, in form of the clusters connected across the country. This presentation explores the operationalization of such an intervention guided by the principles of non–hierarchy, co-designing contextual content and sustainability aspects of the program through a human centred design approach.

An Exploration of Women`s Lived Experiences in a Supportive Housing Program
Rachel Underwood, Vanderbilt University
Women experiencing homelessness face many challenges as their marginalized identities, as women and individuals experiencing homelessness, intersect. This study explores the narratives of women experiencing homelessness by themselves. Specifically, participants are women who identify as homeless and are receiving services from a supportive housing program in Nashville, TN. The goal is to generate much needed knowledge of the experiences of this specific subgroup of individuals experiencing homelessness from their perspectives. Data is being collected using Photovoice, a qualitative, participatory methodology that employs photographs and critical group dialogue to explore confronted issues. Substantive areas to be explored are: the women's individual pathways to homelessness, experiences with social support and social capital during homelessness, and personal outcomes, like physical and mental health, and their relationship to homelessness. Preliminary analyses suggest that the power of positive narratives and support in retaining resilience, both mentally and physically, is essential to participants' positive outcomes. Examples of photographs, methodological process, an analysis of key themes found in the data and their implications for sociological theory will be discussed on this poster.

Relations between Mindful Self-Care and Sleep in College Students
Kelsey Walker & Xu Jiang, University of Memphis
Problematic sleeping behaviors is among the common unhealthy behaviors in college students (Heidal et al., 2012). Stress experienced in college has been consistently found to be a negative predictor of sleep (Kemper, Mo, & Khayat, 2015). Unhealthy behavioral habits may further induce stress and lead to more unhealthy practices (Hudd et al., 2000). To better understand how to promote healthy sleep habits, researchers also studied the factors that associate with better sleep, such as mindfulness (e.g., Ball & Bax, 2002; Caldwell, et al., 2010). A new concept related to mindfulness is "mindful self-care," which shows potential of contributing to healthy sleep. According to Cook-Cottone and Guyker (2017), mindful self-care is a deliberate engagement in certain self-care practices to address the individual's needs and demands in a way that attends to the individual's "well-being and personal effectiveness." Despite initial evidence of the correlations between mindful self-care and some behavioral problems

(e.g., eating disorder), the relations between mindful self-care and sleep problems are not known. To fill this gap in research, we examined how each of six components of mindfulness self-care predict sleep in college students. The mindful self-care measure has acceptable reliability and validity evidence (Cook-Cottone & Guyker, 2017). Sleep was indicated by restful sleep within a week in general and sleepiness during daytime activities in the past month. Results showed that the predictors of less daytime sleepiness included supportive structure and mindful awareness. The somewhat unexpected findings are supportive relationships predicted more days of restful sleep but also more daytime sleepiness; and mindful relaxation predicted fewer days of restful sleep. In this presentation, audience will receive knowledge about the importance of sleep, be introduced to the concept of mindfulness self-care, and potential implications based on the findings of this study.

Comparing Heterosexual and Sexual Minority Bystander Barriers and Intent Across Risky Sexual Assault Situations: Promoting Inclusive Programming Efforts
Joel Wyatt & Christine Gidycz, Ohio University
Sexual assault is a problem on college campuses, particularly for sexual minorities. One way to prevent sexual assault is for bystanders to intervene. However, current bystander programs have been criticized for being heteronormative and excluding situations involving same-sex sexual assault (e.g., male-on-male sexual assault). Prior to developing more inclusive programming, bystander intervention researchers must examine the unique barriers and predictors (e.g., attitudes) that impact lesbian, gay and bisexual (LGB) bystanders, as well as in situations that involve same-sex individuals, as basic research in this area is lacking. The aims of the study were (1) to examine differences in bystander intent and barriers in situations involving male-on-male sexual assault compared to male-on-female sexual assault, as well as differences in bystander intent and barriers between LGB bystanders and heterosexual bystanders, and (2) examine homonegativity as a predictor of bystander intent and barriers. A total of 226 (118 heterosexual; 108 LGB) participants were randomized to read a vignette involving a male aggressor and either a male or female victim, and completed questionnaires assessing bystander intent, barriers to intervention, and homonegativity. Results indicated that, across both vignettes, LGB bystanders take more responsibility than heterosexual bystanders, both LGB and heterosexual participants perceive less risk for a male victim than a female victim, and homonegativity was negatively related to feelings of responsibility to intervene and perceived risk in situations involving a male victim. Implications of the research suggest more inclusive bystander intervention programming is needed, where it seems necessary to better incorporate same-sex scenarios as well as a discussion of homonegative attitudes. Further, it is important to empower bystanders (particularly heterosexual bystanders) to take more responsibility for intervention, and to encourage and model bystander intervention behaviors to increase the likelihood that individuals intervene in high-risk sexual assault situations regardless of the perceived gender of the dyads.

Resilience following Child Maltreatment: Definitional Considerations and Developmental Variations
Susan Yoon, Ohio State University; Kathryn Howell, University of Memphis; Rebecca Dillard, Ohio State University; Karla Shockley McCarthy, Ohio State University; Taylor Rae Napier, University of Memphis; Fei Pei, Ohio State University
Resilience following childhood maltreatment has received substantial empirical attention, with the number of studies on this construct growing exponentially in the past decade. While there is ample interest, inconsistencies remain around how to conceptualize and operationalize resilience. Further, there is a lack of consensus on how developmental stage influences resilience and how protective features affect its expression. The current literature review synthesizes the findings on resilience following child maltreatment, through a developmental lens. Specifically, this article consolidates the body of empirical literature in a developmentally-oriented review, with the intention of inclusively assessing three key areas—the conceptual definition of resilience, operationalization (measurement) of resilience, and protective features associated with resilience in maltreatment research. A total of 67 peer-reviewed, quantitative empirical articles that examined child maltreatment and resilience were included in this review. Results indicate that some inconsistencies in the literature may be addressed by utilizing a developmental lens and considering the individual's life stage when selecting a definition of resilience and associated measurement tool. The findings also support developmental variations in features of resilience, with different individual, relational, and community protective features emerging based on age and life stage. Implications for practice, policy, and research are incorporated throughout this review.

Keynote
Great Hall
Sunday, 5 to 6 pm

The **Dance of Race and Privilege: Unsettling the Patriarchy of Settler Colonialism**
Bonnie Duran, University of Washington

Dr. Duran will draw from her more than 35 years' of experience as researcher, activist, and teacher to describe public health efforts that are empowering, culture-centered, accessible, sustainable, and that have maximum public health impact.   She will discuss the ways that race, privilege, and the colonization of the Americas need to be better acknowledged and better incorporated into our public health models, and the ways that community-based participatory research (CBPR) and indigenous methodologies can advance these goals.

A1: Family Violence & Resilience Across the Lifespan: Great Hall

Susan Yoon, Ohio State University
Kathryn Maguire-Jack, The Ohio State University
Cecilia Mengo, The Ohio State University
Nancy Mendoza, The Ohio State University

Resilience is a dynamic process that can be seen across the lifespan. Therefore, it is essential to examine resilience at various developmental stages to obtain a more complete understanding about resilience. In this panel discussion, we present four studies that focus on resilience across the lifespan in relation to family violence. The first study discusses child maltreatment and resilience during childhood and adolescence. Maltreated children are at increased risk for a host of negative developmental outcomes. Yet, key protective factors, such as positive parent-child relationships and satisfactions in peer relations may foster resilient development in maltreated children and adolescents. The second study investigates how community-level protective factors may promote resilience in parents and prevent child maltreatment. Parents living in disadvantaged environments are at higher risk for child maltreatment due to increased levels of stress and difficulties meeting basic needs of children. However, neighborhood-level processes (e.g., social cohesion) and structural characteristics (e.g., access to social services) can foster resilience among parents and serve as protective mechanisms against child maltreatment. The third study concerns resilience among survivors of domestic violence (DV), specifically in immigrants and refugees. An abusive partner of an immigrant/refugee has additional methods of control compared to United States-born couples. Culturally targeted strategies should be used to bolster the resilience as well as the capability and opportunity for immigrant and refugee women survivors of DV to seek criminal and health justice services within the current systems. The fourth study examines resilience in grandparent caregivers. Grandparents who are raising grandchildren are at greater risk for depression, anxiety, grief, and compromised physical health. Research related to promoting resilience in grandparent caregivers suggests that grandparent caregivers may benefit more from provision of support and learning coping skills, both of which are easier to implement than mitigating the adversities (e.g., stress) they experience.

A2: Loss, Depression, & Resilience: Laskey A

Meaning Making and Resilience Among Bereaved Youth: A Qualitative Study
Lauren Schaefer, University of Memphis
Kathryn Howell, University of Memphis; Lacy Jamison, University of Memphis; Taylor Napier, University of Memphis

Experiencing the death of an attachment figure during childhood has been described as one of the most traumatic life events that can be endured. Despite the enormous impact on youth, bereavement remains an understudied topic in the literature. The current study aims to add to the nascent literature by exploring how youth make sense of their loss and utilize supports within their lives to heal and grow through the experience. From a larger qualitative study completed with treatment-seeking youth (N=30, Mage=12.37, SD=2.86, 73% female, 63% White) recruited from a grief therapy center, three questions were analyzed: 1) How has your caregiver communicated with you about the loss? 2a) What role does spirituality play in your life? 2b) In what ways has your relationship with God/spirituality changed since the loss? 3) What has been the most helpful part of counseling? Results from qualitative analysis indicated that 53% of children reported increased communication with their caregiver, including discussions of the legacy of the bereaved and mutual provision of comfort and support. However, the remaining 47% indicated that they did not speak about the loss with their caregiver either due to mutual parent-child avoidance (23%), child-led avoidance (13%), or parent-led avoidance (13%) due to discomfort and pain. Further, 70% of children indicated that spirituality played a "big role" in their lives by providing strength to keep going, comfort, and a constant presence to turn to. Further, 50% reported that their spiritual relationship was enhanced after the loss. Finally, 90% of children identified that counseling served as a significant source of support by providing someone outside of the family with whom they could share their feelings and learn coping strategies. These findings highlight that spiritual and therapeutic relationships provide key support for children who may not be comfortable discussing the loss with their caregiver.

What Vietnamese family caregivers in dementia care teach us about resilience
Trang Nguyen, University of South Carolina

Resilience plays an important role in the adjustment process of family caregivers in dementia care. This construct, however, is complex and varied across cultures and contexts. Vietnamese family caregivers are underrepresented in studies on resilience and adjustment process regarding dementia care. This presentation aims to explore the manifestations and contributing factors of resilience among Vietnamese family caregivers who take care of relatives with dementia. The results are drawn from a constructivist grounded theory study with 20 primary Vietnamese family caregivers of older adults clinically diagnosed with dementia in Northern Vietnam. Totally 30 face-to-face, semi-structured interviews, including 10 follow-up interviews, were conducted in Vietnamese language. Data analysis was conducted iteratively with data collection and followed the three-phase coding procedure (initial coding, focused coding, and theoretical coding) using MaxQDA 12.

Emerged from 30 interviews with 20 caregivers (7 males, 13 females, average age of 61), study results show five key manifestations of resilience among Vietnamese family caregivers in their adjustment process to caregiving for their loved one with dementia. The five key manifestations include: (1) accepting the situation as it is; (2) remaining positive yet practical views and hope, (3) focusing on the present; (4) finding joys and rewards in caregiving activities; and (5) engaging in active and feasible action plan related to caregiving. Data also reveals three primary contributing factors to the resilience of Vietnamese family caregivers. These factors consist of: (1) caregivers' personal values, beliefs, and commitments to caregiving for the care recipients; (2) their experiences of coping with adversities and caregiving in the past; and (3) social support. Understanding manifestations and contributing factors of resilience among Vietnamese family caregivers in dementia care not only addresses the knowledge gap in existing literature, but also implies strength-based interventions and services for this particular group.

Capacity for Resilience: Lessons Learned from Pre- and Post-Loss Hospice Work
Tasha Mehne, Independent scholar

The aftermath of death and the end-of-life period preceding it have been neglected in much research and practice. Individuals may feel unprepared for the impact of loss and find themselves experiencing dismay and shock, even if the death was not an unexpected one. Typical support networks of friends and family may find themselves equally unprepared for how to support loved ones who are coping with loss. This practice-oriented presentation will discuss lessons learned from hospice. Based on one-on-one bereavement outreach, participant-observation in grief support groups, and a survey of self-selected grief group members, three recommendations emerge. First, when people take advantage of hospice services for an ill loved one, they in turn can allow hospice staff to help them cope with anticipatory grief and navigate the difficulty of loss. Second, networking with other grieving people is crucial in that it helps to affirm that one is not losing a sense of reality, particularly as those who grieve sometimes feel as if they are "going crazy." Finally, allowing the self to experience the multiple feelings that accompany loss can help the process of meaning-making, thereby coming to accept a "new normal" in the new world the survivor has now entered. All combine to encourage human resilience during what can be the most difficult events of some people's lives.

Parent Depression, Parent-Child Closeness on Adolescent Depression: A Longitudinal Lens
Esther Malm, Murray State University
Tracey Garcia-McCue, Murray State University

While the link between maternal depression and childhood depression has been established (Goodman, 2007), the impact of paternal depression on childhood depression is emerging with mixed results, although meta-analytic studies show similar deleterious effects (Wilson & Durbin, 2010). From a social cognitive theoretical framework, a variety of parental factors has been implicated to understand the mechanism through which parental depression affects children. The purpose of this research was to better understand the longitudinal effects of parent -child relationship, specifically child report of closeness at age 9 on the link between mother and father reports of depression at age 1, and child reports of depression during adolescence (age 15). It was hypothesized that: 1) There will be a direct effect of parent depression at year 1 on child report of depression at year 15. 2) Parental relationship closeness at year 9 will significantly and negatively mediate the relationship between (a) paternal and (b) maternal reports of depression at year 1 and child report of depression at year 15. Hypotheses were examined using longitudinal data from the Fragile Families and Child Wellbeing longitudinal study (FFCWS; Reichman et al., 2001). Mediation models were analyzed using Mplus v8. Parents' demographics and child sex were entered as covariates. Results showed that whereas both paternal (N=1658) and maternal (N=2112) depression directly still predicted adolescent depression over a decade

later, child report of father closeness at year 9 buffered the effects of both father (β = -.08, p <.001) and mother depression (β = -.07, p <.001) on adolescent depression. Thus, parent-child closeness of at least one parent (or another adult) could significantly buffer adolescents' depression experienced. Results suggest potential strategies to improve the overall functioning of both adolescents and parents with depression.

A Conversation with Katie and Amanda

Katie Howell, PhD and Amanda Hasselle, MS have been working together at the University of Memphis since 2015, when Amanda entered the Clinical Psychology doctoral program under Katie's mentorship. Here, Katie and Amanda answer questions about their professional relationship, professional development. and lab environment.

What is one characteristic that you both have in common that has helped your working relationship?

AMANDA: We share a similar balance between compassion and pragmatism. Our relationship is quite open, but I think we both understand the primary purpose of our working relationship is supporting each other in achieving meaningful professional goals. When challenges arise, falling back on this shared perspective facilitates collaborative problem solving and usually means that we can find a solution that truly feels good for both of us.

KATIE: Amanda and I have a similar sense of humor that I believe has strengthened and sustained our relationship. With the many ups and downs that come with advancing a program of research, I think our ability to laugh through challenges has brought us closer together and enhanced the joy in our working relationship.

How do you sustain motivation/engagement during the tough times in your career?

AMANDA: First, I take a step back and see where I can set boundaries—even in the busiest weeks of my life, I can find time for myself. Second, I reflect on the reasons I chose this career. I make choices every day that bring me closer to my personal and professional goals, but when I feel overwhelmed, I lose sight of the fact that I love almost every facet of being a student (e.g., learning, seeing clients, mentoring, being mentored, developing research ideas, writing). And finally, I remind myself that the tides will change—before I know it, the work will feel easier, something new will spark my interest, and I will be inspired by the people I encounter.

KATIE: I think it's critical to celebrate the small wins and to set lots of little, attainable goals that provide fulfillment. Rather than trying to write an entire introduction to a paper in a day, I'll aim to write a paragraph, and when I accomplish that goal it motivates me to keep going. This career can also be quite isolating, so finding partners and creating collaborations has been of central importance to sustaining my engagement during difficult professional times.

How do you foster a cohesive lab environment while also promoting a sense of individual value in the lab?

AMANDA: We are intentional about promoting a friendly lab environment by celebrating individual milestones at lab meetings and getting to know everyone personally. As our lab grew, I felt like some of the more junior students were getting a bit lost, so I talked with Katie about starting a mentorship program within the lab. This aligns with Katie's overall style of ensuring that students'

at all developmental levels benefit from their experience in the lab. Through the mentorship program, senior students get the experience of mentorship, and junior students get guidance and feedback as they navigate lab acclimation, graduate school applications, and other professional development tasks. By fostering mentorship relationships within the lab, we increase the likelihood that everyone feels individually valued and meets their personal goals.

KATIE: To me, a cohesive lab environment is fostered through encouraging collaboration amongst lab members, generating a set of mutually-agreed upon goals for the lab, and providing regular opportunities for each member of the lab to showcase their strengths. I like to celebrate accomplishments every week in our lab meeting, whether these are personal or professional, big or small, I want to acknowledge every win for our team! In the REACH lab, I've seen a huge increase in lab cohesion since we implemented a peer mentorship program. Amanda spearheaded this program and I've witnessed each person in the lab grow and thrive both by seeking mentorship from each other, as well as receiving guidance from peers.

What do you admire about each other/what have you learned from each other?

AMANDA:
-- Katie communicates honestly and effectively, navigating uncomfortable conversations in a way that maintains respect for others without necessarily sharing their perspective.
-- She supports *so* many students, often prioritizing their needs over her own. I sometimes forget how busy Katie is because she intentionally and consistently makes sure that I am doing okay, demonstrating compassion when I feel overwhelmed.
-- Sometimes, a whole weekend or a holiday break passes without getting an e-mail from Katie! As an early career professional, I know there is immense pressure on her to be productive. She works incredibly hard, and it is important for me to see that she takes breaks and continues to succeed.

KATIE: I admire so much about Amanda! She exemplifies strength and fortitude. Everyone experiences challenges and setbacks during graduate school, and Amanda is no exception, yet she handles these experiences with a level of grace, honesty, and openness that I have witnessed in very few people. I am continually impressed by her professional growth, including her receipt of a number of awards and recognitions by professional organizations in the trauma and resilience field, as well as her personal growth, including the support she shows to her family, the kindness she shows to her lab mates, and the compassion she shows to me as her mentor. One more thing – I have learned *a lot* about murder mystery podcasts from Amanda!

What's a belief about mentorship that has changed for you over time?

AMANDA: Mentorship does not mean having all the answers. It means being a steadfast supporter of another human being and having the courage to be honest with them even when it isn't easy.

KATIE: When I first became a faculty member, I thought I had to have all of the answers to every question my mentee asked. I felt like I'd let my student down if I couldn't explain every statistical technique or if I didn't have familiarity with all of the topic areas my students were interested in. Over time, I've come to embrace my limits and to be open with my students about what I do and do not know. To me, showing this humility and acknowledging that I am a lifelong learner has made me more confident as a mentor.

> Amanda and Katie responded to these questions independently, yet their answers reflect a number of similarities and shared perspectives. A key takeaway is the value of exploring new ways to promote mentorship – moving away from a top down, unidirectional style and towards one that facilitates learning, personal growth, and mutual support regardless of position or stage of career.

Culture and Resilience in Latino Immigrants
Keri Revens, University of North Carolina at Charlotte

Background: Latinos are the fastest growing racial / ethnic group in the US and the second largest behind whites. Thirty-five percent are foreign-born immigrants who have higher rates of mental disorders, resulting from disproportionately high rates of social and economic disadvantage, and the stressful conditions associated with migration and acculturation. Resilience is the ability to recover from stress or "bounce back" from difficult experiences; it contributes to lower rates of anxiety and depression, and higher levels of life satisfaction and emotional stability. This study is the first to examine the relationship between cultural protective factors, resilience, and psychological distress in first-generation Latino immigrants. Methods: A mixed methods, community-based participatory research (CBPR) study conducted with a Latino community center. Trained bilingual Latino research assistants administered in-person surveys from July – September 2018. The following data were obtained: Brief Resilience Scale (BRS), Brief Symptom Inventory (BSI), Duke University Religion Index (DUREL), Multi-group Ethnic Identity measure (MEIM), and the Interpersonal Support Evaluation List (ISEL-12). Simple correlation, linear regression, and mediation analysis was performed using SPSS. Four focus groups explored how culture and the lived experience influence resilience. Results: Participants (n=128) were mostly female (77%), married (71%), and aged 18-49 years (49%). Resilience was positively related to social support (p=.001) and religiosity (p=.006), and negatively related to psychological distress (p=.001). Resilience significantly mediated the relationship between social support and psychological distress (p=.006). Focus group participants indicated that resilience depends on social support through multiple interpersonal relationships and several aspects of faith. Conclusions: High levels of resilience in recent Latino immigrants contribute to lower levels of psychological distress, and social support and faith are the key contributors. Promoting connectivity and social support in Latino communities can improve wellbeing by increasing resilience and reducing distress.

Resistance and Resilience: Capturing the Experiences of People Directly Affected by Environmental Hazards
Kimberly Compton, Virginia Commonwealth University

Over the last several decades, low-income and low-resourced communities have been disproportionately overburdened with environmental hazards such as air pollution, contaminated water, and polluted land, when compared to majority White and more educated communities. Poor health, social, psychological, and educational outcomes of living near dangerous environmental conditions include delayed cognitive development, emotional disorders, and low academic performance. In this space, people who are directly affected have developed resistance strategies as acts of resilience. Resilience implies that the hazard is over, as it is the ability of an ecosystem to return to a functioning state after a disturbance or stressor. Resistance, however, is the process of functioning despite stressors. Communities that are directly affected by environmental hazards have been practicing resistance despite their toxic conditions through litigation, civil disobedience, political education, and service. Further, this resistance has persisted despite a de-centering of the concerns of those who need help the most. For while the environmental justice movement began with the activism of already low resourced, low capital communities in North Carolina against these hazards, the mainstream environmental movement's priorities and research has been co-opted by the environmental concerns of more privileged groups, such as to 'conserve and preserve'. A return to re-engaging the lived experiences, activism, and resistance of those immediately impacted by environmental hazards is essential to understanding the capacity for resilience in these communities, and has implications for both practical application and social justice promotion.

Resilience among Puerto Ricans
Rut Garcia, Carlos Albizu University San Juan Campus; Sean Sayers, Disability Determination Services

Resilience is the capacity that human beings have to confront, deal, and overcome successfully any situation in life and also add new life lessons (García & Sayers, 2010). Hispanics constituted 18.1 percent of the nation's total population being the nation's largest ethnic or racial minority (United States Census Bureau, 2018). Puerto Ricans are part of Hispanic population. A total of 1648 men and women, 21 years of age and older, who live in Puerto Rico completed demographic information and the Internal Resilience Factors Scale (IRFS) (García & Sayers, 2010). The IRFS evaluates resilience factors: Spirituality, Satisfaction, Problem Management, Emotional Stability, Optimism, Autonomy, and Insight. A secondary analysis data of participants' means scores on the IRFS indicates that Autonomy and Insight factors are the first two internal factors among Puerto Ricans, followed by Satisfaction, Problem Management, Emotional Stability, Optimism and Spirituality. The results of

this study can provide insight on the importance of being culturally sensitive among Puerto Ricans thus it can become an important asset when enduring resilience.

Envisioning an aquaponics project as a social enterprise to build resilience and empower the community in Padiyathalawa, Sri Lanka
Dulmini Jayawardana, University of Wisconsin Milwaukee

This project is a collaboration with Engineers without borders Sri Lanka and Germany, which sought to envision an aquaponics as a social enterprise. This project investigated the capacity to envision Lankaponics, where it will not be sustained by donations and fundraising, but will sell products and services, to reinvest their profits to the project while impacting a positive change in the community. This project explored wide array of needs and dynamics of the community through community need assessment surveys and interviews. The social enterprise model sought to find interconnected deep-rooted issues the community is facing, through a transdisciplinary, systems-based approach, with the expectation of improving the over-all well-being and resilience of the community while empowering them. From the need assessment it was found that all needs expressed were connected to the severe poverty. Needs expressed were in the domains of education, economic development and stability, health and nutrition, transportation and political assistance. An appreciative inquiry activity was used to prioritize what the social enterprise could initiate for its social, environmental and economic impact on the community to improve their resilience. The social enterprise will sell their organic produce at the local markets and reinvest the profits to improve the project and the living conditions of the local community. Out of many tasks, the prioritized tasks would be to act as a resource connector between community and local, national and international organizations, provide organic produce for school meals, provide job opportunities at the unit, buy local farmers produce to prepare fish feed and build an education facility. The ultimate long-term goal is that the aquaponics will be operated and maintained solely by the local community. It is expected that this ownership will empower, build resilience and uplift the community's socio-economic well-being within a sustainable development framework.

A4: Creating Strengths on College Campuses: Laskey C

Build it and they will come: Creating campus environments to encourage helping behavior
Sarah McMahon, Jill Hoxmeier, Julia O'Connor, Rutgers University

Promoting prosocial bystander action has been recognized as a promising approach to addressing various forms of power-based violence and abuse. Using a socio-ecological framework, a number of scholars have identified correlates of helping behavior at multiple levels (see Banyard, 2011, for review). The bulk of research on what motivates individuals to intervene in prosocial ways has focused on individual-level factors, with increasing attention also granted to peer contexts (Casey & Lindhorst, 2009). Although addressing the individual and peer levels of change are important, these provide an incomplete picture by leaving out discussion of the larger environment in which students interact. An important next step for the field is to determine what setting-level factors beyond the individual are critical to fostering campus environments that support pro-social bystander intervention action to prevent sexual violence. One important piece of the campus setting to consider is the informational environment. Oldenburg et al. (2012) define this as observable sources of information provided to those who interact within the environment. This can come from a variety of ecological sources (discussions and presentations by peers; information shared by faculty; posters and messages provided within the larger campus community; statements by administrative leadership; etc.). It can also include both active information seeking (e.g., intentionally taking a class on the topic) and passive information gathering (e.g., seeing a flyer). The current presentation will provide data from an online survey with 5,911 students at a large mid-Atlantic university in Spring, 2018 to explore the different sources and types of information received by students, and their association with prosocial bystander intervention. Results include descriptive statistics about what student characteristics are associated with receiving information from various sources, as well as inferential findings about the relationships between various types of information exposure and prosocial intervention.

Maddy Zijdel, Rutgers University

After the Center on Violence against Women and Children at Rutgers compiled all the data from the Rutgers iSPEAK campus climate survey in 2015, they learned that only about 11% of survivors were seeking support from on-campus resources. However, 77% of students who did disclose, were disclosing to close friends; but those friends didn't always know how to help or how to best respond. They weren't even sure what resources were available to them. Rutgers CARES was created to give those friends some skills to help that friend feel

heard and believed and to help point that friend in the right direction. The program is very new so we haven't learned how those friends felt when a friend finally did disclose to them; what we do know is that students feel more comfortable with how they'll handle those disclosures in the future. We have started to create more allies that can provide those resources, empower survivors, and act as the first step in getting the help they need.

Self-Care and Healthy Coping as Protective Factors Against Adverse College Experiences: A Prospective Examination
Katie Edwards and Emily Waterman, University of New Hampshire
Sexual assault (SA) and intimate partner violence (IPV) are serious public health issues among college students that often co-occur with and may exacerbate deleterious health behaviors such as problem drinking (PD) and depression. Thus, prevention of SA, IPV, PD, and depression, referred to herein as adverse experiences, are critical areas of public health intervention on college campuses. Identifying modifiable protective factors that could reduce the likelihood of adverse experiences among college students is an important area for research. To date, however, there is no prospective research that has examined how students' engagement in self-care and healthy coping over time predict this constellation of adverse experiences. The purpose of the current study is to examine this gap in the literature. Data will be drawn from the control arm of an ongoing, randomized control trial of a social support intervention. Participants (N = 432 at baseline) were recruited via emails, fliers, and classroom announcements to complete surveys approximately six months apart. Linear and logistic regression analyses will examine how engagement in self-care and healthy coping predict the presence of SA, IPV, PD, and depression over time, controlling for demographics and previous adverse experiences. The implications of the findings for resilience-based prevention programming for college students will be discussed.

Mattering Matters: Understanding the Role of Mattering after Sexual and Dating Violence Victimization
Elizabeth Moschella, University of New Hampshire
Sexual and dating violence occur at high rates across the United States and disproportionately affects individuals between the ages of 18 and 24. Prior research has documented a series of negative outcomes of trauma, such as academic failure and mental health problems. In response to these outcomes, research has explored factors that minimize negative outcomes and promote well-being. One construct that may be of interest is mattering. Mattering is our subjective perception that others acknowledge our presence, care about or are invested in us, and depend or rely on us. To date, there is minimal work on mattering in the context of interpersonal violence. Therefore, the current study explored if mattering functions similarly to the role of social support in the aftermath of trauma (i.e., buffering or direct effects hypothesis), and if a new measure of victim-specific mattering is related to appraisals of the self (i.e., self-blame and posttraumatic growth). The results demonstrate support for the direct effects hypothesis, where mattering promotes well-being and college persistence under all circumstances, regardless of victimization experiences. In terms of victim-specific mattering, mattering was positively related to posttraumatic growth and positive social reactions from others, but not related to self-blame or negative social reactions. Posttraumatic growth also predicted higher levels of mattering, but self-blame did not. Implications for research and practice are discussed.

"We're all in this together:" Campus Coordinated Community Response Teams to Improve Campus Interpersonal Violence Response and Prevention
V Banyard, S Collins & W Siebold, Rutgers Univ, U Colorado Denver and Strategic Prevention Solutions
The past few years have brought growing attention to the problems of sexual assault, dating and domestic violence and stalking on campuses and universities and colleges have been working to improve their response and prevention efforts One innovative approach, that has been borrowed from the field of community health promotion, is Coordinated Community Response Teams or CCRTs. Indeed, CCRTs are at the center of the model of change used by the Office on Violence Against Women Campus Program grant. The goal of CCRTs are to create collaborations across campus offices and community partners to build capacity and strengths for changing campus cultures. This presentation will discuss how campus CCRTs are different from other multidisciplinary teams (Sexual Assault Response Teams (SARTS) or Domestic Violence Coordinating Councils) and how they use principals of "collective impact" to create change. We will present key themes about how CCRTs build campus strengths using qualitative analyses of four online focus groups (22 participants from 20 different campuses).

B1: Fighting Hate-Based Violence, Racism, and Discrimination: Advances in Research and Practice: Great Hall

Truth and reconciliation to address historical trauma and contemporary among American Indians and Alaska Natives
Jessica Elm, University of Minnesota, Duluth Campus

National truth and reconciliation processes as a means to move past mass traumas have taken place in countries such as South Africa and Australia. The prospectus of pushing for a national truth and reconciliation process in the U.S. to address lingering effects of historically traumatic events and more proximal discrimination toward Native people will be introduced. Such a process has potential for social and community healing, yet is not without risk and complexity. Temporal dimensions are involved in a truth and reconciliation process. Given the current sociopolitical backdrop, this overview will focus primarily on early phases of truth and reconciliation with hopes of moving the needle toward a meaningful process in the future. One early consideration is whether there is a concrete willingness among those who represent the harm to admit that mass injustices have been committed. For those on the receiving end of an apology, discussion about the role and nature of apology is important. These actions and other concepts such as politics of apologies, claiming of responsibility, and recognition through testimony will be introduced. An overview of potential outcomes will be provided and complexities and risks will be touched upon.

Racial violence among sexual minority men: Findings, failures, and future directions
Devin English, Hunter College of the City University of New York

Although men of color are disproportionately affected by health crises within sexual minority communities, research and clinical intervention have yet to meaningfully reduce many of these inequities. For example, White sexual minority men have experienced substantial decreases in HIV diagnoses over the past decades, while Black and Latino men have experienced increases, worsening already extreme HIV inequities. My recent research suggests that racial discrimination and intersectional stigma play a critical role in these inequities, as 84% of sexual minority men are exposed to racism within sexual minority community spaces (e.g., app-based spaces), and intersectional racial and sexual minority discrimination predict exponential increases in emotional distress among these men. This research notwithstanding, there are few studies that aim to examine and reduce the influence of racial discrimination on current health inequities. This paucity is linked, in part, to public health organizations that do not identify racial and intersectional discrimination as causes of disparities, and subtly blame men of color for these trends. In my presentation I will cite evidence from recent research to argue that one of the key sources of racial health inequities among sexual minority men is the failure of researchers and practitioners, rather than men themselves, to address inequities in their areas of work. Accordingly, I will posit that the most powerful interventions to reduce racial health inequities among sexual minority men will be to implement structural changes that address racism within racially homogenous research and clinical settings. Specifically, I will argue for researchers and clinicians to engage in self-reflection and augment representation from the communities of color with which they engage. As a White, straight, cisgender man, I will discuss my approaches and goals to combat intersectional discrimination targeting sexual minority men of color that include collaborative community-based work and active support for mentees from the community.

Role of peer networks as a possible risk or protective factor in sexual violence perpetration
Wojciech Kaczkowski, Georgia State University

Violence is often viewed as a contagious disease, as individual attitudes and behaviors derive from social and peer norms. People base their actions on whether they think those around them would approve of them, and perpetrators of violence tend to associate with others who do the same. Our research examines the role of peer norms as both risk and protective factors for the likelihood of sexual violence perpetration (SVP). We argue that individual levels of SVP are not only influenced by the content of social and peer norms, but also by the structural features of peer networks. Our findings indicate that peer network density (the strength of relationships between close friends) and diversity (the number of different social groups) moderate the effect of peer norms on the likelihood of SVP. Men who have are more active in multiple social groups are less likely to be sexually violent and have hostile attitudes towards women. In a follow-up study, we examined whether the contextual and structural features of peer networks also affect the likelihood of bystander intervention in SVP. In a novel laboratory paradigm, participants and study confederates watched another female confederate, who reported a strong dislike of sexual media content, view a sexually explicit film that they could stop at any

time. At the start of the study, participants were randomly assigned to an audience manipulation wherein the confederates set a misogynistic or ambiguous group norm. Overall, participants in the misogynistic peer norm condition were less likely to intervene, regardless of their self-reported levels of self-efficacy. Interestingly, the likelihood of intervention decreased as the number of male confederates increased. Our research has important implications for SVP prevention programs, as both the structure and attitudinal content of peer networks appear to influence people's likelihood to perpetrate or intervene in SVP.

Concurrent racial and religious discrimination and their impact on mental health and well-being in Muslim young adults
Zahra Murtaza & Gabriel Kuperminc, Georgia State University

Muslim Americans comprise a diverse ethnic and racial minority group in the U.S. Since September 11th, 2001, Muslim Americans have reported increased levels of discrimination (Peek, 2011). However, given their multiple minority identities (as racial and religious minorities), it is unclear whether this discrimination is based upon their religious or racial background. The current study will investigate if and how different types of perceived discrimination (racial and religious) affect the mental health and well-being of Muslim American young adults. Furthermore, the study will address gaps in the literature regarding protective factors that may ameliorate the effects of these specific types of discrimination. The current study will explore the role of spirituality in protecting against racial and religious discrimination. In order to gain insight about potential within-group differences in the experiences of racial and religious discrimination, the current study will also examine the interactive role of ethnicity in the relationships between racial and religious discrimination and mental health outcomes. This study aims to fill a gap in the current literature by identifying how specific types of discrimination (measured by racial and religious discrimination) impact Muslim young adults' mental health outcomes and how spirituality and ethnicity may impact these relationships. This study also aims to contribute to the broader theoretical understanding of discrimination, mental health and well-being in minority populations. The author will discuss preliminary results from her study but will also draw from other similar research conducted within this population. This research will be discussed in light of the social and political context which impacts Muslims in America today and will be followed up by recommendations for researchers and practitioners who work with individuals of Muslim and minority backgrounds.

Challenging the white supremacist narratives that perpetuate youth violence
Maury Nation & Jailen Leavell, Vanderbilt University

In this presentation we describe a project that addresses youth violence through a) a social marketing campaign that is designed to promote sociopolitical development among youth, and b) social and civic activities that challenge racist narratives and encourage racially just policies and practices. In this presentation we will discuss elements of the conceptual model, campaign development, and review some of the materials from the first round of the social marketing campaign (including video, audio, and social media elements). Finally, we will discuss the challenges and lessons learned as the project has progressed.

Anticipated discrimination as a barrier to health care utilization among American Indian and Alaska Native adults living in urban areas: A call for culturally-responsive, anti-racism services
Nicole P. Yuan, University of Arizona

Reducing barriers to health care access and utilization is a major priority in public health. For indigenous populations, barriers are tied to rural location, communication, and socioeconomic factors. Less is known about impacts of discrimination in health care and other service settings. This presentation will share finding from a community health needs assessment conducted for the Tucson Indian Center. In 2018, we conducted focus group interviews with AI/AN men, women, and elders to explore the current health needs of the urban AI/AN population and obtain input on culturally-responsive programming. Common themes included perceptions and experiences of discrimination by service providers and benefits of Native primary care, behavioral health care and social services. The findings highlight the need for improvements in health care services for the urban AI/AN population. Culturally-responsive services should not be limited to incorporating indigenous knowledge, language, and practices. They should also address structural and systematic racism and oppression in order to promote the health and well-being of urban AI/AN communities.

Interview with Dr. Nicole Yuan

What is one piece of advice you'd like to share with other people in this field?

I have recently made a conscious effort to leave more time open in my schedule for unexpected opportunities. I turned down projects and salary support in order to be free to accept invitations that I was really excited about. Recently this has resulted in collaborations for a needs assessment with an urban Indian organization, a prenatal alcohol exposure prevention program, and firearms prevention research.

Tell us one of your favorite quotes.

"The best way to not feel hopeless is to get up and do something," by Barack Obama. I believe that we can all do something to make this world a better place despite current events. Each step, each effort, each attempt has value and worth.

What is one of your favorite things about work?

I love teaching our graduate students because they are passionate about many different health concerns and populations. My research on interpersonal violence, substance abuse, and indigenous health addresses a limited area of public health. By teaching and mentoring students, I feel that I am able to promote population health on a much broader level.

What is an ongoing challenge in your area of work and have you learned to cope/manage it?

Because public health is multidisciplinary, I often work with individuals with different backgrounds, perspectives and opinions. Sometimes this results in difficult interactions and lack of collaboration. I have learned not to take it personally and focus more of my attention on team members whom I share similar work habits and communication styles.

What is something that people may not know about you?

I am a chocoholic. I keep bars of dark chocolate in my office refrigerator and often have a piece in the afternoon. I also eat some dark chocolate when I work late at night. It is my reward for working while the rest of my family (and dog) is sleeping.

Development of a University-Based Student Veteran Support Program: Lessons Learned
Stefanie Ulrich & Ben Freer, Fairleigh Dickinson University

Veterans transitioning out of the military, into the civilian world, and then onto college face numerous challenges. In fact, student veterans have reported elevated levels of depression, anxiety, and suicidal ideation compared to non-veteran students and comparable to or greater than that of veterans seeking mental health treatment through the Veterans Administration healthcare system (Rudd, Goulding, & Bryan, 2011). To address these mental health concerns for student veterans, the authors will discuss lessons learned from the implementation of a grant funded student veteran support program that had two primary goals: 1) the creation of a community of support for student veterans and 2) the de-stigmatization of the psychological aspects of well-being. This program utilized a multi-pronged approach over a three-year period to demonstrate commitment to the wellbeing and support of the University's current and former student-veteran population through use of regularly scheduled social events, summer weekend retreats, and active participation in veteran-organized events. Program successes include the development of a strong working relationship with both the FDU's and County 's Office of Veterans Services and the establishment of a profound trusting relationship with a core cadre of leaders in the student-veteran community. Having earned buy-in from these major stakeholders, the project team was able to create an atmosphere of respect and sensitivity that fostered openness to discussion of potentially stigmatizing mental health and help-seeking related experiences. Program challenges included exercising patience to earn the genuine trust of veterans who have so often come to truly trust only other vets, and effectively communicating the importance of mental health wellbeing while honoring the expertise of veterans with regard to their own experiences. Recognition of, and respect for, resilience is an essential foundation for any program designed to support veterans' success and wellbeing.

The Importance of Action over In-Action: Mitigation and Building Community Resilience
Michael Brown, Capella University

Despite all the disaster preparedness empirical literature and data supporting cost-effect benefits and return on investment in promoting mitigation, more attention is needed regarding links between mitigation and communities' actions or inaction. Failure to remember and exploit lessons learned for developing best practices, which is the foundation of developing effective policies, will result in unnecessary loss of lives, damage to the environment and public and private property. Community resilience is inextricably connected to legislative policy and this was evident in the aftermath of the 2017 Hurricane focusing events. A community working with elected officials can improve and build resilience if they: a) remember lessons learned, b) build a repository of best practices, and c) use the lessons learned and best practices to develop effective sustainability and resilience public policy. Negative consequences and outcomes can be linked to actions or inactions of persons entrusted to reduce vulnerability and manage risk in a community. Today's unpredictable global environment means it is important for emergency management professionals and public administrators to be heard by the community and elected officials. Building community resilience using mitigation and strategic long-term planning can only occur if there is buy-in and collaboration between all partners in the decision and policy making process.

Unseen Complexities: How Young Native Women Navigate Cultural Connections and Cultural Practices in Their Dating and Intimate Relationships
Katie Schultz, University of Michigan

Introduction: Very little research has examined teen dating violence among Native adolescents and unique risk and protective profiles among this population. The aims of this qualitative study were to examine: (1) how AI/AN youth conceptualize healthy relationships; (2) how youth identify abuse and understand causes of abusive relationships; (3) culturally-specific strengths and protective factors associated with prevention of TDV; and (4) potential areas of improvement for native TDV prevention programs. Methods: Transcripts were analyzed using an inductive thematic approach with data from two focus groups with AI/AN females attending a summer program for AI/AN high school students interested in pursuing health careers. Participants came from urban, rural, and reservation communities and were citizens or descendants of tribes from throughout the Western United States, creating a diverse intertribal sample (N= 17, ages 15-17). Results: Connection to tribal identities and a desire to be culturally connected were important to these young women and demonstrated in two major themes: (a) definitions of abusive relationships included partners not respecting or allowing participation in cultural practices and/or responsibilities, and (b) feelings of responsibility for maintaining traditions and cultural practices influenced participants' decisions about partners and relationships. Regarding

prevention programming, participants described a lack of education about emotional aspects of dating and relationships, including emotional abuse. Conclusions: We need to integrate culturally specific risk and protective factors in prevention efforts among this population. While young women were quick to point out strengths derived from cultural connections, they also experienced unique pressures to partner with individuals and maintain relationships that allowed them to carry on tribal practices and responsibilities. This suggests complex implications for young women who may be in unsafe relationships that provide tribal and cultural connectedness. Results also suggest the need for education in emotional skills and emotional abuse. Findings from this study lay the foundation for further study on relationships between TDV and cultural identities and connectedness as well as development of TDV preventive interventions for this population.

B3: Clinically-Derived Resilience Models: Laskey B

Mind Your Mindset: How to Beat Overwhelm and Stress For Good
Keren Eldad, With Enthusiasm

In today's world, the phenomena of stress, anxiety and overwhelm are not only increasingly apparent, but create significant ramifications in the home and the workplace, including the increased occurrence of divorce, addiction, and suicide. It's time for a detox, that will quickly identify the 5 most common instigators of stress and anxiety, and take the air out of them. With this warm, confident talk - Certified Executive Coach and Crisis Counselor Keren Eldad reveals the top 5 most toxic thought patterns how to shed them. With invaluable coaching tips that can easily be incorporated into your social and business skills, you'll benefit whether you're at entry-level or already in the corner office.

The Asynchronous Development Model - Helping Youth Find Natural Internal Assets
Tom Bissonette, YoungAndWiser, Inc.; Gina Bucy, Southern Adventist University

This presentation takes a fresh approach to teaching the professional to help youth understand their developmental issues and the pressures they face. The Asynchronous Development Model promotes self-awareness and informed decision-making by honoring the intelligence and strengths of young people. This model reveals developmental challenges within the scope of normal developmental variations.

10 Tips for a Healthy Relationship
D. Gaye Warthe, Catherine Carter-Snell, Patricia Kostouros, & Christine Brownell, Mount Royal University

Dating, domestic and sexual violence in the context of relationships has long lasting consequences on students' mental and physical health. Research has shown that one-third of students at a mid-size Canadian undergraduate university have experienced violence in one or more dating or romantic relationships. Developed to promote healthy relationships, increase awareness about relationship violence and contribute to a safer campus community, Stepping Up uses the World Health Organization's social ecological model of violence prevention. Peer facilitators recruited from programs across the university identify current issues that affect students in four key areas including healthy relationships, gender and media, bystander intervention and sexual relationships. Involvement of peers in curriculum and facilitation increases relevance of the project to participants' contexts. In consultation with community partners and faculty, facilitators develop and deliver interactive curriculum to peers over a prevention weekend held on a Friday evening and full day Saturday. In addition to participating in the peer-facilitated discussions that address both risk and resilience, participants contribute to a prevention projects presented to the university community at the end of the term. The data collected from pre and post surveys and focus groups have consistently demonstrated significant improvements in knowledge on all key measures, particularly boundaries, sexual violence myths, impact of media, availability of resources and willingness to intervene as a bystander. Focus group participants identified significant changes in attitudes and even in career and life choices resulting from participation in the project. This presentation focuses on key components of Stepping Up and how the project contributes to perceptions of resilience and health in relationships and a safer campus community.

Engaging men in the primary prevention of campus sexual violence: Understanding bystanders' risk identification, intervention responsibility, and prosocial response

Jill Hoxmeier, Central Washington University; Julia O'Connor, Rutgers University; Sarah McMahon, Rutgers University

Campus initiatives to prevent sexual violence by engaging students as prosocial bystanders are increasingly widespread in the U.S. Despite the original articulation of the Bystander Intervention Model as one with potential to serve as primary prevention of sexual violence, there has been little investigation into how students' bystander experiences align with a primary prevention framework. This qualitative study aimed to examine how men identify risk for sexual violence, their motivation for taking intervention responsibility, and prosocial intervention actions as bystanders, to better understand how these experiences align with a primary prevention perspective. Fifty-three undergraduate men from a large university in the Northeastern U.S. participated in focus groups in 2015; discussions of thirty-one different bystander experiences were analyzed for this study. Results indicate that women's alcohol consumption, or level of intoxication, often signify risk for sexual violence, as compared to other men's sexual aggression. Men's intervention responsibility is commonly motivated by a desire to protect women from victimization, rather than personal morals or ethics. Yet their intervention responses show to align both with primary prevention, through the confrontation of other men's risk behavior, and harm reduction, through the confrontation of women's risk behavior. Primary prevention bystander actions were predominantly motivated by personal morals or ethics; a social justice perspective to combat gender inequity should be used to increase men's role in the primary prevention of sexual violence through prosocial bystander intervention.

Preventing Sexual Abuse, Fostering Resilience

Manjeer Mukherjee & Pooja Taperia, Arpan

Personal Safety Education programme is a comprehensive school-based model to empower children to prevent the risk of child sexual abuse (CSA), seek support in case of violation and bounce back to life even if they have faced adverse childhood experience. It has been transacted with over 95, 000 children and 66, 000 adults through 160 schools. This life skill education module has a much broader application than only abuse prevention. It focuses on building on the core life skills of decision-making, problem-solving, critical thinking, interpersonal relationship, self-awareness, empathy building and de-stigmatization. As such, it helps to harness resources, develop the capacity to adapt successfully to disturbances, sustain well-being and foster resilience. It aims to reduce the risk factors that are likely to increase the chances of victimization and providing counselling support in case of abuse to promote life-enriching rather than life-depleting experiences. The focus of counselling is to stop ongoing abuse, provide psycho-education, build interpersonal and emotional competence, build active coping mechanism, assertive skills and secured social attachment along with external attribution of blame. As counselling helps in meaning-making of the adverse experience, this help children face life head-on, be resilient, develop hope from a position of hopelessness, despair and sadness. The programme also creates space for working with children with sexual misbehaviour and inculcates empathy and respect in them. It nurtures positive qualities rather than focusing on their misbehaviour and prevent them from becoming potential offenders in the future. Much of resilience, especially in children, but also throughout the lifespan, is embedded in close relationships with other people. As supportive relationships are key to resilience, the programme also works with caregivers of children and ensure that they foster feelings of competence and self-efficacy in children and are equipped to create a safety net around children.

Rooted in Resilience: A Framework for the Integration of Well-Being in Teacher Education Programs

Lauren Thompson, Dexter Community Schools; Jessie Spurgeon, Boise Public Schools

The process of teaching students is incredibly difficult. Oftentimes, the adversities of the profession sway highly effective teachers into social and emotional deficits, and eventually lead to burnout (Spilt, Koomen, & Thijs, 2011; Wisniewski & Gargiulo, 1997). Emotional depletion, burnout, and high attrition in the profession may be costly for the educational system--both financially and academically (Klusmann, Richter, & Lüdtke, 2016). We suggest that the key to preventing burnout, and cultivating flourishing students, is through the educators themselves. Educators who are taught, practice, and implement the skills of well-being at the onset of their careers are more likely to positively adapt and endure the adversities associated with the profession. Investigation of the current integration of well-being skills in teacher education programs suggest that teaching well-being is not prioritized and, therefore, not well included the curriculum of teacher education programs. As

a result, we suggest a framework for the reform of teacher education programs, which includes well-being accreditation standards, supporting domains, and sample courses. Planting a seed of resilience within teacher education programs may allow educators to build foundational practices and pedagogies based on the science of human flourishing. We hope that our research sparks conversations about the importance of prioritizing teacher well-being and resilience.

Monday 1 to 2:15 pm

C1: Mindfulness, Movement and Art: Embodied and Alternative Approaches to Building Resilience and Supporting Recovery: Great Hall

Mindfulness, Movement and Art: Embodied and alternative approaches to building resilience and supporting recovery
Danielle Rousseau, Boston University
Yoga, mindfulness practices, movement, and art represent alternative treatment approaches that can offer tremendous benefit for those who practice. There is growing empirical evidence that embodied and creative practices can be beneficial and complementary to other, more traditional treatment approaches. This panel will explore the use of embodied and alternative treatment approaches for promoting resilience. Discussion will include examples of programs that are effectively utilizing alternative treatment approaches and describe data on effectiveness. The panel will also explore how these practices support addiction recovery by offering unique tools for resilience.

Mindfulness, Movement and Art: Embodied and alternative approaches to building resilience and supporting recovery
Jill Rosenbaum, California State Fullerton
Yoga, mindfulness practices, movement, and art represent alternative treatment approaches that can offer tremendous benefit for those who practice. There is growing empirical evidence that embodied and creative practices can be beneficial and complementary to other, more traditional treatment approaches. This panel will explore the use of embodied and alternative treatment approaches for promoting resilience. Discussion will include examples of programs that are effectively utilizing alternative treatment approaches and describe data on effectiveness. The panel will also explore how these practices support addiction recovery by offering unique tools for resilience.

Mindfulness, Movement and Art: Embodied and alternative approaches to building resilience and supporting recovery
James Jurgensen, Boston University
Yoga, mindfulness practices, movement, and art represent alternative treatment approaches that can offer tremendous benefit for those who practice. There is growing empirical evidence that embodied and creative practices can be beneficial and complementary to other, more traditional treatment approaches. This panel will explore the use of embodied and alternative treatment approaches for promoting resilience. Discussion will include examples of programs that are effectively utilizing alternative treatment approaches and describe data on effectiveness. The panel will also explore how these practices support addiction recovery by offering unique tools for resilience.

C2: A Social Justice Perspective on Disability & Identity: Laskey A
Anjali Forber-Pratt, Vanderbilt University

The purpose of this workshop is to provide an overview of disability identity development and explore activities that can be used to facilitate conversations about disability with others. Disability identity can be described as a sense of self that includes one's disability and feelings of connection to, or solidarity with, the disability community (Dunn & Burcaw, 2013). A coherent disability identity is believed to help individuals adapt to disability, including navigating related social stresses and has been linked to numerous health outcomes. Key findings from the creation and validation of the Disability Identity Development (DIDS) will be highlighted as well as activities that have been used in clinical, school and community settings to explore disability identity.

The Relationsip Between Psychological Sense of Community and Children's Self-Esteem
Helen Bateman, The University of The South, Sewanee

We explore the possible role that psychological sense of community in the school and classroom can play as a resilience factor in children's lives. More specifically, we explored the relationship between psychological sense of community in the classroom and children's positive self-esteem. We collected data from students in three public middle schools located in the southeastern United States. Students completed surveys that measured their Psychological Sense of Community in the Classroom as well as their self-esteem. Our findings suggest that having a higher level of psychological sense of community in the classroom is associated with a higher level of self-esteem in children.

Exploring Resilience Portfolio Model among Kosovar Adolescents
Kaltrina Kelmendi, University of Prishtina

Kosovo as many other post-conflict societies has been characterized by high rates of domestic violence, violence against children and co-occurrence of both (UNICEF, 2013, Kelmendi, 2014). Most of the studies on this field were focused on understanding and exploring correlates associated with victimization, and there is lack of studies examining coping and adaptive mechanisms of the young adults which maintain their functionality despite the experienced adversity. The current study takes the Resilience Portfolio Model as a reference for analyzing resilience in Kosovo adolescents. Specifically, this study aims to examine the resilience constructs in adolescents who have experienced the different level of burden, exposure to parental violence, teen dating victimization and different types of victimization. For, the purpose of this study 557 adolescents through random selection from the list of schools in the municipality of Prishtina will be selected. First, the psychometric properties of the measures from The Resilience Portfolio Measurement Packet (Hamby et al., 2013), including regulatory, meaning making and interpersonal strengths will be assessed. Secondly, the exploration of the strength measures will be assessed among those who have experience experienced different types of adversity, and its association with post-traumatic growth and well- being will be analyzed. Thirdly, the density and diversity of the strength will be assessed. Findings from this study would provide a comprehensive view of the relationship between adversity and strength and as such contributes for improvement of prevention and intervention strategies.

Resilience as a Moderator between Adverse Childhood Experiences (ACEs) and Anxiety/Depression Experienced by Youth Offenders
Mona Sayedul Huq, University of Florida

Youth who experience adverse childhood experiences (ACEs) often engage in on-going involvement with the juvenile justice system, and disproportionately develop anxiety & depression compared to non-offenders. Most youth offenders meet criteria for a mental health disorder but are often undiagnosed or unaddressed. Therefore, many youth offenders are left untreated, which may cause an increase in recidivism because anxiety/depression greatly affect coping skills and executive functions. Studies report an inverse relationship between resilience, the capacity and dynamic process to cope with stress and traumatic experiences, and anxiety/depression. The purpose of this study is to determine if resilience moderates the relationship between ACEs and anxiety/depression among juvenile offenders using a social ecological lens. The current study uses a dataset of 81,171 juvenile offenders to create a resilience scale from the Positive Achievement Change Tool (PACT) given to youth deferred to the Florida Department of Juvenile Justice (FDJJ). The scale produced a score used to determine if resilience moderates the impact of ACEs on anxiety/depression. Most youth offenders referred to the Florida Department of Juvenile Justice for their first offense had an ACE score of 3 or less and did not have a history of anxiety or depression. Juvenile offenders (36%) with a history of anxiety and depression had a higher prevalence of a high ACE score (4 of greater). Resilience as a whole weakens the relationship between ACEs and anxiety/depression. Resilience research and its impact on ACEs is still novel. Based on the findings of this study, the FDJJ can use the resilience score produced in this study to enforce resilience-based screenings and place youth offenders in beneficial programs for the youth, their families, and the community.

Risk and Protective Factors for Violence among High School Youth: A Comprehensive Analysis

Katie Edwards, University of New Hampshire
Victoria L. Banyard, Rutgers University; Andrew Rizzo, University of New Hampshire

Research continues to document that adolescents, compared to other age groups, are at an increased risk for a number of forms of violence, such as bullying, dating violence, sexual assault, physical assault, and self-directed violence. These forms of violence lead to a host of deleterious outcomes to individuals, families, and communities. Thus, it is critical that research identifies risk and protective factors that can be targeted in prevention initiatives, which is the purpose of the current study. More specifically, utilizing the 2015 Youth Risk Behavior Surveillance Survey from a rural New England state, we examined how risk (i.e., binge drinking, alcohol use, risky sexual behaviors) and protective factors (i.e., parental monitoring, community engagement, social support) relate to various forms of violence among youth. Participants included 3,174 adolescents ages 13-17, mean age = 15. The sample was 50% female, roughly evenly distributed across 9th, 10th, 11th, and 12th grades, with a majority of the sample identifying as not Hispanic/Latino (96%). A majority of the sample was white (88%), with the remaining sample identifying as multiracial (4%), Asian (4%), Black or African American (2%), and American Indian or Alaska Native (2%). First, we will present the rates of bullying, dating violence, sexual assault, physical assault, self-directed violence, binge drinking, alcohol use, risky sexual behaviors, parental monitoring, community engagement, and social support. Second, we will examine the bivariate relationships among all of these variables. Finally, a series of multivariate regression analyses will be conducted to examine how various risk and protective factors predict each form of violence. Demographic moderators will also be examined. The findings will be discussed within the context of resilience-focused prevention and intervention efforts for youth.

Interview with Dr. Victoria Banyard

What is one piece of advice you'd like to share with other people in this field?

Some of the most important lessons I have learned have come from listening closely to clients, students, practitioners and community members. When I really listen, I learn so much and their experiences can help our field develop new solutions to old problems. Sometimes they have offered criticism of my field or my work and when I really take the time to not be defensive and to listen, I learn new and more effective ways to move forward. Academia can contribute to unnecessary and harmful hierarchies. We have to listen and act past those.

What is your favorite thing about your work?

I love my work because I am always learning - from colleagues, from students, from participants in my research, from clients when I did clinical work. I also get to work with people who feel passionate about their work and about creating change in the world.

What is an ongoing challenge in your area of work and have you learned to cope/manage it?

One of the most challenging things about being an academic and being passionate about my work is putting boundaries around my work to really create work/life synergy. At the end of the day there is always more I could be doing. And yet I'm only effective at work when I make time to put email away, unplug, nurture personal relationships with friends and family, and have some fun. Traveling or getting immersed in a good book is helpful.

What did you like about your favorite teacher or professor?

One of my favorite teachers was an English teacher in high school. He really listened and respected our ideas. It meant a lot to be treated like what we thought, even though we were just kids, mattered.

Name a guilty pleasure.

Cheetos. If I am having a bad day you can find me at the vending machine grabbing a bag.

What always cheers you up?

Taking my two German Shepard dogs on a walk in the woods.

Could Emotion Regulation Increase Resiliency Following Childhood Trauma?
Michele R. Parkhill, Oakland University
Violence against women continues to be a pervasive problem in both community and college populations. Researchers have identified several consistent predictors of violence perpetration, including childhood trauma, impersonal sexual attitudes, and hostile attitudes about women. More recent research has begun to focus on situational variables, such as substance use, that increase in-the-moment risk of perpetrating violence. Even more recently, emotion regulation has been used to explain the link between risk variables and actual instances of perpetration. This talk will highlight the potential role that emotion regulation could play in increasing resiliency among children who have survived abusive trauma. By outlining two mechanisms of change within a predictive model of sexual assault perpetration, this presentation will highlight the role that increasing emotion regulation could play in reducing violence against women.

C4: Community-Based Programs: Laskey C

Combating Child Hunger One Backpack at a Time: Inspiring Insights from Southeastern Kentucky Volunteer Coordinators
Patricia Dyk, University of Kentucky; Mya Price, Feeding America
Inspiring accounts from community volunteers reveal courageous leadership of unsung heroes addressing child food insecurity. Based upon in-depth interviews with twelve volunteer coordinators overseeing child feeding programs in southeastern Kentucky communities, we sought to understand why these women dedicate their careers to the noble mission of nourishing the least powerful among us. Guided by London's theory of career motivation, personal and professional resilience insights are gleaned from the interviewees' Involvement (Career Identity), Challenges (Career Insight) and Perseverance (Career Reliance). Food insecurity, limited or uncertain availability of nutritiously adequate and safe foods, is still a problem in the United States. In 2015, 13.1 million children were living in food-insecure households, including nearly 25% of Kentucky's children. So why have these volunteer coordinators chosen a seemingly impossible challenge – eliminating child hunger? First, they are truly dedicated to the mission of this work. Personal circumstances have shaped their identity as a "hunger responder" and leader in mobilizing community resources. Volunteer coordinators are not motivated out of sympathy, but understanding of challenges child hunger presents, empathizing with the children they serve. One participant noted: "I walked in those shoes…not having enough food in the house and depending on help and assistance…so I've worked here at CV almost 20 years. I know which families are most in need". Importance of a servant heart in persevering for the greater good resonated throughout the interviews: "I think that everybody has a purpose … mine is being able to serve others…a lot of times we get concerned about our own circumstances and our own worries, but when I'm serving others, it makes me feel like I'm fulfilling my purpose…and that's a hope I have for the children when they can be involved in serving…I hope for the day they start to see they also have a purpose".

Promoting Self-Perception and Resilience among Siblings Exposed to Intimate Partner Violence via a Camp-Based Intervention: A Familial Case Study

Amanda Hasselle, Kathryn Howell, & Hannah Shoemaker, The University of Memphis

Camp HOPE is a week-long intervention focused on promoting positive outcomes among children impacted by domestic violence (DV). This case study examines changes in self-perception (via subscales of Harter's Self-Perception Profile: Social Competence (SC), Behavioral Competence (BC), and Global Self-Worth (GSW)) and resilience (via the Child/Youth Resilience Measure) among three siblings who participated in Camp HOPE Tennessee during two consecutive summers, completing pre-camp, post-camp, and follow-up interviews each year. After one year of camp, Nicole's (10, Black/African-American, Female) SC, BC, and resilience scores improved, while her GSW decreased slightly. Nicole demonstrated sustained growth in self-perception and resilience outside of camp, as evidenced by her scores at 3-month follow-up. After two years of camp, Nicole's self-perception and resilience were higher than her pre-camp scores, indicating an upward trend in positive functioning. Anthony (8, Black/African-American, Male) demonstrated small improvements in BC and resilience after his first year at camp. In the year between camps, Anthony's SC and BC dropped, while his GSW and resilience remained steady. Anthony's second year of camp was associated with some rebound and growth in SC and BC. After two years of camp, Anthony's self-perception scores were lower than his pre-camp scores, while his resilience was higher. After one year of camp, Jessica's (7, Black/African-American, Female) SC and GSW improved considerably. In the year between camps, Jessica's SC returned to baseline levels, her GSW declined slightly (but remained above baseline), and her BC increased substantially. After two years of camp, Jessica's SC, BC, GSW, and resilience scores all increased and were higher than her pre-camp scores. This familial case study lends support for a brief intervention designed to promote strengths among children impacted by DV. Examining three siblings with unique traits provides preliminary information about which children might be most likely to benefit from programs like Camp HOPE.

After-School Park Internship Program for Urban Teens at High-Risk for Violence Exposure: A CBPR Approach to Poly-Strengths Programming

Kelly Cromer, Florida International University; Caitlin Alfonso, Miami-Dade Parks Recreation and Open Spaces; Emily D'Agostino, Miami-Dade Parks Recreation and Open Spaces; Eric Hansen, Miami-Dade Parks Recreation and Open Spaces; Marlon Pena, Florida International University; Stacy Frazier, Florida International University

Background: Violence exposure increases teens' risk for emotion dysregulation, anxiety, depression, and aggression towards peers. Teens of color are disproportionately more likely to be exposed to violence and less likely to receive services for their mental health needs. Community after-school programs can help to reduce health disparities by offering opportunities for skills development and mental health promotion to mitigate risk associated with violence exposure. Purpose: The present study examines the promise of a parks-based after-school paid internship program for black and Latinx teens with weekly, group-based enrichment for poly-strength skill building across academic, professional, and socioemotional domains of functioning. Methods: University and park collaborators utilized a Community-Based Participatory Research (CBPR) framework to design the Parks Internship Program (PIP) comprised of paid work (10 hrs./week at $9.05/hr.) and weekly 2-hour enrichment (e.g., job skills, meditation, sleep health psychoeducation). The sample includes 38 youth (n = 38; 15-17 years old [M = 16.26, SD = .73]; 42.1% female; 95.2% non-Latinx black, 4.8% Latinx white). Data analyses include pre-/post-measures of violent and non-violent adversity, emotion regulation, anxiety, depression, and self-efficacy to manage peer conflict. Results: Teens with more violence exposure at Time 1 (beginning of the academic year) reported significant reductions in anxiety 7 months later at Time 2 (end of academic year). Teens with more overall adversity reported significant reductions in anxiety and improvements in self-efficacy for managing teen conflict. Conclusions. Findings indicate that after-school programs with poly-strengths enrichment can promote mental wellness among diverse teens at risk for violence exposure. Teens with prior violence exposure reported decreased anxiety and increased self-efficacy to manage teen conflict. No deterioration was noted for emotion regulation or depression despite ongoing risk exposure. This study serves as an exemplar for CBPR to promote the health and well-being of diverse youth within after-school settings in under-resourced communities.

REC-CONNECT: An Exploration of a Community-based Participatory Research Project to Promote Health and Well-being in Sheffield, UK

Michael Edwards, Phoenix 50 Consulting LLC

Well-being is intrinsically linked to social capital (meaning access to resources and supports and the resulting feelings of well-being and belonging that come from active participation in the community) and a sense of connectedness to supportive pro-social networks and more broadly to the community. This sense of

connectedness is in turn critical to developing social capital and enhancing health and resilience. This is particularly true for vulnerable and excluded populations - such as persons with alcohol and/or drug (AOD) misuse issues who are new to recovery - who may have limited access to positive supports and social capital. REC-CONNECT was a community-based participatory action research project about providing a mechanism to create connections and social capital for persons with AOD misuse issues to support their recovery journeys. The project was innovative in bringing together three emerging methods - Asset Based Community Development (ABCD), Assertive Linkage (AL) and Social Identity Mapping (SIM). The success of REC-CONNECT, formulated on principles of co-production and participatory action research, was enabled by the strong existing recovery community in Sheffield and the partnership development between the UK National Health Service (NHS) and the voluntary sector services who came together in this project. REC-CONNECT generated a wealth of data and a new network of engagements with pro-social assets in Sheffield and surrounding areas. It also successfully trained over 40 AOD workers, volunteers and peers in ABCD, AL and SIM. Nearly 20 new to recovery service users were connected through this group and the methods are being embedded into routine practice in both NHS and third-sector sites throughout the city. This 20x20 presentation, from the REC-CONNECT project manager, will describe the REC-CONNECT project team's co-production and participatory action research approach, the project's structure and resulting data, and discuss the project design's application and transferability to other vulnerable groups.

Monday 2:30-3:30 pm

Keynote
Great Hall
Disability Identity Development: What We Know, What We Don't Know, What We Should Explore
Anjali Forber-Pratt, Vanderbilt University

This talk will provide an overview of disability identity development and what this means for scholars, practitioners and community members. In this talk, Dr. Forber-Pratt will highlight what we know about this topic from both research and lived experience, and what we should aspire to learn about disability identity. From a strengths-based perspective, a healthy intact identity is vital not only for one's physical health, but also for one's psychological health. In the context of disability, disability identity has the potential to contribute to a stronger sense of self and the ability to face ableism. Some of her qualitative work and subsequent development of a measure of disability identity development will also be presented. In today's day and age when disability rights are being systematically rolled back, disability identity is also playing a critical role in policy conversations which will also be discussed.

Interview with a Keynote:
Dr. Anjali Forber-Pratt

Tell us one of your favorite quotes.

I'm such a big quote person! It's hard to share only one, so I'm going to share two of my favorites: "Education is the most powerful weapon which you can use to change the world" – Nelson Mandela . This one is a favorite of mine because I took on my school district in federal court because of discrimination I was experiencing. It would have been easy to give in, but I knew my high school diploma was my ticket to be able to educate others.

"You may not always have a comfortable life and you will not always be able to solve all of the world's problems at once but don't ever underestimate the importance you can have because history has shown us that courage can be contagious and hope can take on a life of its own." – Michelle Obama. This is another one of my favorites. I just love that – courage can be contagious. Often, I find that I am the lone or the only voice in a room, so much of what I do is about being brave enough to ask the question for the first time or to be courageous enough to at least try to do this messy work, so this quote has always resonated with me.

If you had the time to learn something new – what is it you would want to spend time learning?

Hindi and Bengali! Even though I was born in India, I was adopted when I was 2.5 months old and do not know the language. My brother learned Hindi as an adult and met his wife and has a son and I would love to be able to communicate better with our wonderful extended family and for research projects I do in India as well.

What is an ongoing challenge in your area of work, and have you learned to cope/manage it?

Disability is still viewed by many as a negative word instead of a celebration of pride and identity. Constantly in my writing and work I get "corrected" by others to use person-first language, despite my research and body of work that shows that disabled people prefer what is called identity-first language. I have a standard footnote that I put in almost everything I write to try and manage this; culture shift and change is hard, but I feel it is important to not only be firm but to also educate others as to the why and more about this language shift.

If someone was having a hard time, how would you help them?

Be a good active listener. It is so important to show a person who may be struggling that you care and that you are listening to them. I also find it is important to remind the person that you do not or will not think less of them because they might be struggling. This is important for our diverse students and individuals who often put a layer or burden on themselves to try and be perfect all of the time, or who think that asking for help is a sign of weakness. Often simply stating that you value them and their well-being and that you are there to listen and to help can go a long way.

How do you work to 'decolonize', 'deracialize', 'demasculanize' and 'degender' our inherited 'intellectual spaces'? What suggestions do you have for others?

I am constantly thinking about whose voices are amplified or prioritized in my work and in work of others. I mean this in the literal sense of who we are designing studies with or who we are choosing to get information from in the form of surveys or interviews, but I also mean this as who are we citing in our research? When we are writing methods sections for studies that are centered on amplifying marginalized voices, are we citing the right people that have alignment with our studies, or are we further perpetuating an "ism" or further colonizing simply by our own citations? This is a constant work in progress for me, but I have found that it helps to be very intentional about this.

Name a guilty pleasure.

Watching *Friends* re-runs!

D1: Youth-Led Community Mapping for Change: Great Hall

Adele Malpert, Vanderbilt University with Karissa Deiter, Aseel Alsabil, Ricardo Crescencio, Ricky Nguyen, Jozi Ndagijimana, and Sinit Tesfamariam, The Oasis Center, Nashville TN

In this Hot Topics panel, youth will discuss their experiences in The Oasis Center Maptivists Program, a five-year community mapping research project designed to support youth voice and make youth-led change in Nashville. They will: 1) introduce the Maptivist team and the community mapping work and activities they have done in the first two years of the project, 2) reflect on the big issues they have discussed, and what they have learned through the research process, 3) identify their goals for change in Nashville, and 4) reflect on the effects participation in the research project has had on their everyday life and communities. They will end with an open group discussion about the role youth-led community mapping can play in understanding youth experience and making community change.

D2: Stories of Healing: Laskey A

How I Survived Reparative Therapy and How it Impacted My Life
David Schlosz, UTSA

Research and the media indicate that Reparative/Conversion Therapy is still practiced in manystates although it has been deemed unethical by the APA, ACA, and many other mental healthorganizations. Participants in this form of therapy often struggle with increased depression, anxiety, suicidal ideation and compulsive behavior. My story of surviving this form of therapy iscommon to many survivors and sheds light on the motivations for seeking out this form oftherapy and how one can recover from its devastating effects. In particular, I explain the role that Evangelical Christianity played and my experience of Evangelical Christianity's belief system regarding the cause of homosexuality. I will elaborate on the teachings that take place in a faith-based reparative therapy support group and my experience of both an inpatient faith basedprogram and outpatient faith based support group.

Wired by Chaos
Roxanne Moschetti, California State University, Northridge

I earned my Ph.D. before I was 30. Now, I am a tenured Professor at a state university. This often makes people assume that I came from a relatively stable background. That was not the case. I was born to a mother who was homeless. She only found out about her pregnancy because she attempted suicide. She battled mental illness and drug addiction for years. The first 13 years my life was an endless series of chaotic events. We lived on and off the streets, in and out of foster homes and shelters. By the time I was 13, my only goal in life was the survival of myself and my younger siblings. When we were removed from my mother's care, a high-school teacher taught me about "resilience." People often ask me how I turned out "okay" despite my background. But, I have never felt like I could properly respond to this question. On the outside, there is the appearance of resilience—of seemingly bouncing back from adversity. Internally, it's a different story, wrought with chaos. I am here to tell you about the cost of resilience. It is a cost that many who have had to struggle understand with exhaustion. We are resilient, but that doesn't mean we're okay. How do we actually convey the cost of this battle for resiliency—of the struggle between the external and internal parts of ourselves—to others? Most of us keep the cost of our resilience to ourselves. Our personal secret that, while we may look okay to everyone else, we don't actually feel this way. Ultimately, my question to you is: how do we identify and help our resilient warriors—those who are wired by chaos and who may be silently battling an internal warzone?

Slices of Life: Resilience at the Grass Roots
Mary Ann Hollingsworth, University of West Alabama

Life challenges and traumas come in many forms and the capacity to bounce back, adapt, and move on to a new normal also comes in many forms. This study looks at some common life challenges and trauma experiences and how persons in these have reacted and grown past the experiences. The study was conducted by 40 school counseling and clinical mental health counseling students in a graduate level Lifespan Development course with study participants selected by them as volunteers to share through interview impact of challenges and resilience formation in the challenge areas of Substance Addiction; Habit Addiction; Disabilities; Natural Disaster Trauma; Combat Trauma; Other Individual Trauma such as a House Fire, Domestic Violence, Child Sexual Abuse, or Severe Accident; Community Event; Couple Event; Family Event; or School Event. The volunteers shared description of the life challenge or trauma; whole person reactions to the

event from immediate to current reaction (at least a year post-event); life factors pre-event that may have contributed to the occurrence of the event or compounded recovery from the event; and life factors both pre- and post-event that helped with recovery from the event. The graduate students then synthesized answers to frame potential pathways to explore further for enhancement of resilience building with future clients and students. This presentation will share excerpts from volunteer answers and synthesis of results.

D3: Phenomenological Studies of Resilience: Laskey B

Resilience of Muslim American Youth
Hasina Mohyuddin, Vanderbilt University

Muslim American youths are often confronted by negative stereotypes of their religion in the United States. In fact, many Muslim youths report facing discrimination based on their religious identity at higher rates than their non-Muslim peers. Understanding the types of discrimination faced by Muslim youths and their responses to those incidents can help identify best practices to support the heathy identity development of Muslim youths. This paper, then, explores the types of discrimination faced by Muslim American youths (ages 10-14 years old) in Nashville, TN and how youth respond to these incidents using focus group interviews (n=34). Youths often face stereotypes about terrorism, violence and hijab, though boys are more likely to report instances of fighting and surveillance while girls are more likely to report being stared at and receiving verbal harassment. Youths also discuss ways in which they must negotiate micro-aggressions from within the Muslim community. Youths respond in a variety of ways: by re-imagining dominant narratives, by turning to patience and spirituality, and by standing up for their rights. However, responses often depend upon contextual factors such as source of harassment and feelings of agency in being able to respond. Understanding the discrimination that Muslim American youth face as well as ways in which they resist dominant narratives can help parents, teachers, and community leaders support the ways in which Muslim American youths negotiate their religious identities to foster healthy religious identity development in a post 9/11 world.

A Phenomenological Study Exploring Resiliency among Combat Veterans
Richard Curran, NCU

Resiliency and an individual's ability to bounce back from adversity has become an area of particular attention for military and civilian researchers. Defining resiliency has been and continues to be an elusive task for researchers studying its evolution and implementation in formal training efforts in the military and with their civilian counterparts. Currently, little is known about the perceptions of combat veterans who have experienced resiliency. The problem to be addressed by this study is the need for a deeper understanding of what resiliency means from a combat veteran's perspective of this phenomenon. The purpose of this qualitative study was to explore the experience of combat veterans experiencing the phenomena of resilience. Qualitative methodology opens the door to new areas of research by offering the ability for the researcher to examine perceptual phenomenological when the course of inquiry is to explore the identified phenomena. Interpretative Phenomenological Analysis (IPA) was used by the researcher to see the experience thru the eyes of the study participants. Seven Army veterans who have experienced life and death situations during a combat deployment were chosen for this study after meeting all of the inclusion criteria and agreeing to participate in the study. The study participants represented multiple ethnic orientations as well as a variety of pre-enlistment experiences. The semi-structured interviews were conducted in person, in a systematic matter to capture the participants' perception of experiencing resilience subsequent to a life or death situation. By utilizing IPA methodology and NVivo software this study found that each of the study participants reported the theme of having a core belief in place which they viewed as a necessary precursor to resilience.

A City Divided: Contextual influences for resilience among gender diverse individuals in the urban South
Jessamyn Bowling, UNC Charlotte
Donna Blekfeld-Sztraky, UNC Charlotte

Background: Gender diverse individuals refer to those whose gender identity differs from societal expectations based on sex assigned at birth (e.g. transgender, gender non-binary). Although gender diverse individuals face discrimination based on their gender identity or expression, the context of the urban south may diminish or enhance resilience. This study aimed to explore the influence of the urban southern U.S. context on gender diverse individuals' perceived resilience. Methods: This multi-method study included 35 longitudinal photo-elicited interviews, in which interview discussion was prompted by participants' photos, with 21 individuals. Participants took photos to represent how they are strong. The first interview focused on the content of photos, perceptions of health, and local environment. The second interview, after 6 months, focused on social support,

faith, and changes over time. These domains were shaped in part due to a community collaboration, with a community meeting between the first and second rounds of interviews. These findings will be discussed in relation to anonymous survey results (n=101). The survey included measures of resilience, perceived health and discrimination, and health care access. Results: Individuals described the following major contextual influences in relation to their resilience: expertise of providers and support from organizations, urban setting as compared to suburban and rural, infrastructure, culture, and policy. Each of these domains were referenced in different positive and negative ways. Survey results highlight the influence of policy and support how a lack of infrastructure negatively influences health. Discussion: In examining the ways environment influences resilience, the perceptions of the population of interest should guide interventions. Gender diverse individuals in this context identified elements in their environment that affected their resilience specifically related to their gender, but also elements that would be generalizable to others. Recommendations for enhancing resilience among gender diverse individuals will be discussed.

D4: Understanding Fatherhood: Domestic Violence and Trauma with Men: Laskey C
Fernando Mederos, Simmons College School of Social Work

This workshop will go explore fatherhood engagement, including for working with people with a history of perpetration, and present role play practice. Strengths-based work with men and incorporating fatherhood visions will be covered. Challenges such as childhood exposure to violence, systems challenges for low-income couples, and men, culture, and oppression will be addressed. Issues such as addressing inclusivity as well as safety with fathers in cases of domestic violence will also be addressed, without engaging in pervasive negative labelling of men. The goal of fatherhood engagement is to engage all fathers, including out of home fathers, in an appropriate way, depending on their strengths and risks/challenges." The workshop will include exercises such as one on low income fathers and implicit bias.

Tuesday, April 15

Tuesday 9 to 10:15 am

E1: Promoting Resilience Among Communities to Achieve Health and Well-being For All: Great Hall
Community resilience from unexpected actionists: An evaluation of Green Dot community
Vicki Banyard, Rutgers University
Katie Edwards, Andrew Rizzo, Megan Kearns

Risk and protective factors for interpersonal violence are located both within individuals and across communities, and this recognition has led to calls to investigate community-level prevention strategies. Many of these prevention approaches involve reducing risk factors for interpersonal violence or increasing positive protective factors within the community. On balance, however, research studies focus mainly on measuring community risk factors (e.g. broken windows) rather than resilience (factors that indicate community strengths). This presentation will discuss a multi-year, quasi-experimental matched comparison evaluation of Green Dot Community, a prevention initiative that seeks to increase citizen bonds and promote engagement to solve community problems as well as shift norms to be intolerant of sexual and intimate partner violence and increase bystander action in situations of violence. This community-level prevention program engages unexpected violence prevention partners (e.g., laypersons) across communities and trains them in bystander intervention and diffusion of prevention messages. Using direct mail surveys to adult community members in four New England towns over 3 time points, we examine the impact of the Green Dot program on self-reported rates of sexual and intimate partner violence, as well as on key protective factors including collective efficacy and social norms that promote prevention. The results will be discussed in the context of community resilience, including how resilience can be measured and promoted through research, practice, and policy. Note. The findings and conclusions in this article are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.

Conceptualizing community resilience and changing public narratives for American Indians and Alaska Natives
Jessica H. L. Elm, University of Minnesota, Duluth Campus

This presentation discusses American Indians and Alaska Natives (AIAN) community resilience in context of wide-spread trauma exposure and corresponding behavioral health challenges; addresses conceptualization of community resilience for AIANs; and discusses actions that can be taken to promote community resilience and

improve public narratives for AIANs. Colonization, intergenerational traumas, and drastic social change resulted in maladaptive health behaviors including wide-spread struggles with substance use and mental health for AIANs. These behavioral health outcomes dominate the public narrative about Native peoples, and lack historical context and regard to the enormity of interpersonal and multilevel strengths involved with managing ongoing, unresolved stressors (known risk factors for behavioral health challenges). Indeed, AIAN community endurance exists within context of behavioral health problems and perceptions. This calls attention to the need to change AIAN public narratives to reflect Indigenous people's strengths and contextualize community challenges. An early step in addressing these needs is to conceptualize community resilience for AIANs. Community resilience is often discussed as the ability to return to homeostasis following stressful events. Yet for AIANs, there is no possibility of returning to a prior fully decolonized state that existed over 500 years ago. Alternative constructs to AIAN community resilience will be presented.

Nidal Azreg-Zakaria Kram, University of Arizona
WhatsApp: A case study of community resilience among Sundanese refugees in Minnesota
According to the United Nations High Commissioner for Refugees, Sudanese and South Sudanese refugees are the third largest group of refugees in the world. For decades, Sudanese refugees have been resettled in several western nations including Australia, Canada, Finland, and the U.S. In general, refugees do not choose a resettlement destination. In the U.S., resettlements occur because of negotiations between federal agencies like the U.S Department of State, individual state governments, and local resettlements agencies. Given the drastic systemic, cultural, linguistic, and environmental differences between Sudan and host countries, refugees are often faced with several challenges. Resettled refugees develop strategies to overcome and thrive in their respective new homes. Using Sudanese refugees resettled in Minnesota as a case study, multiple lessons can be learned about challenges, community solutions, and resilience. Strategies utilized by Sudanese refugees include the designations of physical spaces that serve as hubs for community and activities. Other spaces include virtual social media platforms such as WhatsApp, Facebook, and Imo where members of the diaspora form groups, share information and support one another. The Sudanese community also has several mechanisms of supporting one another economically. This includes business transactions, direct cash assistance, and the community Sandoog. The Sandoog is a method of collecting large sums of cash for long-term purchases developed to mitigate challenges with having bad credit and religious beliefs about the collection of interest during a business transaction. In Islam, interest charges are viewed as unequal or unfair trades for goods or service provided; interest is seen as exploitive and is therefore prohibited. Understanding the challenges and solutions implemented by the Sudanese community can provide an avenue for transferable strategies that can be used for other East African refugees as well as Syrians and Iraqi refugees.

"Whoever I find myself to be": Imagining a healthy sexual culture with bisexual emerging adult men and trans masculine individuals
Katie Querna, University of Minnesota, Twin Cities
Bisexual cis men/trans masculine emerging adults (B/TMEA), the focus of this research, must negotiate multiple systems of sexuality/gender-based discrimination. The scant research that exists suggest that they tend to have higher rates of mental, physical, and sexual health decrements compared to monosexual peers. Yet, this story is incomplete; B/TMEA also show personal and group resilience by implicitly and explicitly challenging norms of sexuality, gender, identity, and conceptions of "community." These important disruptions can not only benefit B/TMEA as individuals, but can also strengthen queer communities, allies, and others with social justice commitments by challenging them move towards an ethics of activism that is more reflexive, inclusive, and kind, resulting in healthier, more resilient communities. This research uses narrative/arts-based/somatic methodologies to co-create knowledge with fifteen participants. Two primary themes were constructed: a). cishetero/cishomonormativity: reproduction, resistance, and dissonance (including gendered socialization through relationships across the social ecology) and (b) finding myself: who I was, who I am, and who I am becoming. This second theme will be the focus of my contribution to this panel. This research complicates the oft-taken exclusively social constructionist approach to identity categories, highlighting the importance of socialization (including shifting masculinity norms) and biology. Expanding conceptions of sexuality, gender, and identity can help bolster individual and community resilience.

Invisible no more: Strengthening partnerships to promote resilience of urban American Indian and Alaska Native communities
Nicole Yuan, Amanda Urbina, Tyra Protho, University of Arizona

Despite the majority of American Indian and Alaska Native (AI/AN) people living in urban areas, the urban AI/AN population is referred to as an "invisible minority" because their needs are often overlooked compared to other minority populations. There are 34 urban Indian health organizations (UIHOs) that are dedicated to reducing health disparities among the urban AI/AN population; however, they are historically underfunded and under-resourced. In this presentation, we suggest that UIHOs increase attention to sources of strength to promote community resilience. In particular, we recommend enhancing partnerships with local health departments and tribes that have their citizens living in the urban area. The presentation will be based on findings from a 2018 community health needs assessment conducted with Tucson Indian Center. One source of data was key informant interviews with three county and tribal health department directors. The key informants described gaps in collaborations with Tucson Indian Center. The participants identified solutions for building successful partnerships, with an emphasis on increased communication and interaction. Solutions included regular meetings between organizations/departments, invitations to participate in each other's community events, and marketing each other's programs and services using websites and other outlets. The presentation will include discussion about strategies for implementing and sustaining such solutions with the aim of increasing the resources that are available to UIHOs and their members.

E2: Improving Professional Responses: Laskey A

Withdrawal Of Criminal Child Sexual Abuse Charges And The Resilience Of Caregivers Pursuing The Formal Legal Process In Ghana.
Charlotte Kwakye-Nuako, Yale University/University of Ghana
Margaret McCarthy, Yale Law School
The ability to persist in the formal legal process in the face of adverse economic conditions and pressures to settle, suggests resilience. A 2-stage mixed methods contrasting approach was used to understand the phenomenon. Seventy-two case files obtained from a specialized court in Accra were analysed. Findings indicated that the cases were in court between 1-15 months, perpetrators were mostly neighbours and the complainants mostly mothers in low income employment. A majority of the cases were withdrawn prior to resolution (52.2%). Content analysis of 23 reasons given for the withdrawal of cases revealed complainant drop out as the most frequent reason for withdrawals, followed by lack of evidence, and victim-related issues. In a second qualitative study, 4 non-perpetrating caregivers were interviewed to identify reasons for persisting in the legal process. Thematic analysis revealed the need for just desserts, social support and personal agency as strengths used to persist in the formal legal process. These findings are discussed in the light of the need for justice for victims pursuing the formal legal process in resource-poor communities.

What More Can You Do? Exploring Ways in which Healthcare Providers can Help Sexual Assault Survivors Overcome Trauma
Elizabeth Taylor, Oakland University
Gayatri Jainagaraj, Oakland University; Travis Ray, Oakland University; Scott Pickett, Florida State University; Michele Parkhill Purdie, Oakland University
Purpose: With the rise of #MeToo and similar movements, more survivors of sexual assault are coming forward with their experiences. When seeing their healthcare providers after an attack, many survivors are left feeling that their experiences are negligible. This study used focus groups to explore ways in which providers can offer support to help survivors overcome their trauma. Method: Five focus groups were held with a total of 26 women between the ages of 19 and 29 (M=22.54). Almost half (46.2%) of the sample reported experiencing a sexual assault. Participants were asked to respond to questions about their expectations of healthcare providers toward survivors, areas of improvement, and where knowledge is lacking when interacting with survivors. Results: Participants expressed wanting healthcare providers to be knowledgeable (i.e., knowing when to ask for help or refer them to another specialist and what resources are available). Moreover, participants reported wanting a provider who was supportive by being nonjudgmental (i.e., not making assumptions), not prying for information, and letting the patient know they are not alone in their experience. A powerful theme that emerged was offering survivors the chance to maintain agency: "You need to give consent back to the victim, because it was taken away from them. Again, with the control. The power imbalance." Discussion: Supportive healthcare providers who allow survivors to maintain control of their medical care, seem to be particularly desirable by participants. Our findings suggest that people who may be survivors of sexual assault want to turn to their provider as another level of social support while they are coping with their trauma. Healthcare providers could be doing more by continually seeking training, spending time with patients, and being a source of social support for survivors who may have few resources.

Translational Criminology and Pracademia: Bridging the Practice-Research Gap
Michael Edwards, Phoenix 50 Consulting LLC

The National Institute of Justice states that the 'goal of translational criminology (TC) is to break down barriers between basic and applied research by creating a dynamic interface between research and practice. This is a two-way street: In one direction, practitioners in the field describe challenges they face in their jobs every day; in the other direction, scientists discover new tools and ideas to overcome these challenges and evaluate their impact.' The TC process is focused not only on the development of knowledge within this intersectional space, but also the effective dissemination and implementation of evidenced-based practices taking shape in it. Translational criminology is about applied science within the criminal justice milieu. Implications in a resource-strained environment are manifold. The concept of pracademia may provide a lens through which to view TC. Pracademia has been described by IPAC Impact as 'a culture – a network of people who appreciate the benefits of solving real-world challenges by combining practitioner and academic perspectives.' Pracademics are the practitioners-cum-academics and academics-cum-practitioners who provide the human bridging between the too often distance shores of the practice and academic territories. The process is described as '[allowing] practitioners to get off of the dancefloor and onto the balcony, while allowing academics to get out of the balcony and onto the dancefloor.' Less elegantly, one may view pracademia as the engine that powers translational criminology. In either view, both concepts move in the same direction and in working closely, enhance each other's flow. A robust evidence base and fidelity are critical to the success of this union. This session's presenters will share experiences transitioning from criminal justice practice to academic research communities, offer hand's on views of translational criminology and pracademia principles, and share experiences and data developed in a research project currently underway at Sheffield Hallam University.

The Best Alternative to Home: Bet Hayeled Boarding School as Seen by its Graduates from a 65-Year Perspective
Ronit Peled Laskov, Ashkelon Academic College
Uri Timor, Ashkelon Academic College; Meir Carmon, Ashkelon Academic College

The research relates to the therapeutic and educational impacts of the Bet Hayeled boarding school, from the perspective of graduates who spent their childhood years there some 65 years ago. The Aim of the research is to examine the processes and experiences undergone in the school based on testimonies by interviewees, and to study the unique and resilient therapeutic and educational attributes of the school as emerging from the interviews with a view to investigating the possible inspiration they might provide for boarding schools today. The research method is qualitative, based on semi-structured interviews with 25 graduates of the school. The interviewees referred in particular to the transition from dysfunctional homes to the school; the daily routine; relations with the administrative staff, the caregivers and the teachers; as well as the fragile interaction with their own family members. The principal issues raised in the interviews were the painstaking therapeutic and educational work that was carried out in the school, the crisis experienced in the initial transition to the school and the vacation period and the manner in which the children coped with them, the mutual support between peers, and the assistance received from older siblings. From the perspective of 65 years the graduates perceive the physical and emotional care administered as well as the processes and experiences undergone as beneficial and optimal. They regard the school in its inherent format as being a sound substitute for a dysfunctional home and a model for the ideal boarding school. The overall impression obtained from the interviews was that of a generally positive institution that was achieving its goals constructively – one that could serve as a source of inspiration for boarding schools operating today, even if only to a partial extent, after adapting it to the realities of the 21st century.

E4: Resilience & Social Justice: BFFs, Not Enemies: Laskey C
Sherry Hamby, Life Paths Research Center & University of the South

An increasingly common critique of resilience is that it is somehow in opposition to social justice. For example, Anand Giridharadas, a writer I generally admire, recently told The Guardian that elites rig the system is by introducing "a new concept like "resilience", a concept that sounds great but that is actually just about adjusting to societal crappiness rather than fixing it." However, the concept of psychological resilience is over 150 years old and has been connected to social justice since its beginnings. Resilience is that it is something that pretty much every person on the planet is going to need sooner or later, and while social injustice certainly exacerbates adversity, not all adversity stems from social injustice. Even the most privileged among us will, sooner or later, be confronted with bereavement, serious illness, and injury (of ourselves or loved ones). Although the harms of natural disasters can be aggravated by social injustices, hurricanes, floods, fires, and

earthquakes have always been with us. Even violence and victimization are far more common experiences than was once thought, and are also experienced by privileged as well as disadvantaged groups. Being able to thrive after adversity is a skill that everyone needs. Rather than being in conflict, resilience and social justice are both strengths-based approaches to intervention and prevention, respectively, often for the same problems. Many programs can serve both roles. Promoting social justice remains a critically important goal, but because people will always experience adversity, it is equally important to help people thrive and experience well-being despite their burdens of adversity. We need resilience so we can do social justice.

Tuesday 10:45-12 noon

F1: Building Strengths Across Contexts: Great Hall

Review of School Programs for Black Boys' School Success
Adrian Gale, Rutgers University
In the United States, great inequities exist across racial lines such that children of color continue to underperform when compared to their White peers. While researchers have historically framed racial inequities as a gap in performance, more recently, these inequities have rightly been discussed as a gap in opportunity. This reframing calls for schools, communities, and politicians to provide rigorous and nurturing schooling opportunities as well as focus on the strength and resilience that students possess. While efforts have been made to support schools serving populations of low-income students, much less attention has been given to providing supportive programming. Black boys in particular have suffered from gaps in educational opportunities for reasons including biased disciplinary practices in schools, overrepresentation in special education, and underrepresentation in gifted and talented programs. In this paper, we review the literature on successful programs aimed at improving the academic and non-academic school outcomes of Black adolescent boys. Specifically, the purpose of this literature review is: 1) to review literature regarding interventions and supports for Black adolescent males (i.e., 12 to 18) and offer a summary model identifying critical factors for research; 2) to identify best practices by critically examining these programs and supports and; 3) propose a call for additional research on empirically-tested academic and non-academic supports for Black boys. We discuss how future interventions utilizing these themes in their design.

Lost in a New Land: Cultural Practices and Resilience in Torture Survivors
Rupa Kherarpal, Rutgers University
Each year, thousands of individuals fleeing persecution in their homelands come to the United States requesting asylum. Many of them are survivors of political persecution and torture and have experienced severe and horrific physical and sexual violence. As a licensed mental health clinician working with torture survivors from Chad, witnessing first hand the healing power of cultural and religious practices in the self-management of trauma has been a humbling and enriching experience. These practices mitigated the virulent symptoms of traumatic stress, and helped build capacities for positive emotional and physical functioning and post trauma growth. This discussion will focus on the practice of dance, drumming and prayer as practices that cultivated resilience in the young Chadian men and women fleeing torture and political persecution in their home country. Lost in a new land without family or friends, they survived their traumas and rebuilt their lives.

Integrative Wellness Sessions in a Children's Hospital Setting: Evaluation of the Integrative Touch Hospital Program at Banner's Diamond Children's Hospital
Heide Pottinger, Shay Beider, Kathryn Frazee, Raphael Pacheco, University of Arizona
Background: Evidence suggests complementary and alternative medicine (CAM) therapies can be effective in treating certain chronic, recurrent, and incurable conditions. Use of CAM in pediatric populations is increasing considerably and uptake is especially evident among hospitalized children. At Banner Diamond Children's Hospital in Tucson, Arizona, patients and their families can receive CAM through the Integrative Touch (IT) Hospital Program Methods: Ethnographic, community-based participatory approaches were used to evaluate IT sessions for patients, family members, and hospital staff able to report. Mean changes in pain (N=110) and fear/anxiety (N=112), as well as global well-being status were measured. Satisfaction (N=115), as well as well as parent likelihood to recommend the hospital based on IT sessions was also reported post-session (N=103). Participants self-reported a mean 62% decrease in anxiety, a mean 60% decrease in pain, and a mean 52% increase in global well-being status. 95% rate their satisfaction at least 8 out of 10, with 86% ranking satisfaction as 10/10. 102/103 would either probably or definitely recommend the hospital as a result of their IT session. Data using identical scales was collected on 27 hospital staff. Percent mean changes reported

included a 60% decrease in anxiety, a 65% mean decrease in pain, and a 28% mean increase in global well-being status. Further research and evaluation to assess session impact on medication usage and length-of-stay in patients while admitted to the hospital are underway. This data will help stakeholders understand how IT sessions impact quality of care and patient outcomes.

Youth Voices on Prevention: Strengths in Images and Words from the Western Plains
Victoria Banyard, Katie Edwards, Lafawn Janis and Ramona Herrington, Rutgers Univ and Univ of New Hampshire

A recent innovation in interpersonal violence prevention is putting youth voices at the center of prevention design. Youth Voices in Prevention is an innovative youth-created prevention initiative in the Western Plains region. This presentation will present findings from two components of a multi-method study that is documenting the process and outcomes of this prevention work. Findings from youth surveys (N approximately 2,000), with a particular focus on links between youth self-reported strengths how they related to reduced violence perpetration, will be combined with lessons learned from the Photovoice method which was enacted with two groups of youth in grades 8-11. The findings highlight ways in which often hidden strengths can be an important component of prevention strategies and suggest key protective factors against violence that move beyond simply measuring the absence of risk.

"I get to be free:" the strengths of bisexual emerging adult men and trans masculine people
Katie Querna, University of Minnesota, Twin Cities

Gender norms are the social ocean that we swim in. They are ubiquitous, pervasive, and interact with other parts of identity to provide context-dependent opportunities and constraints. Hegenomic masculinity and its misogynistic and monosexist assumptions

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F2: Individual Treatment Approaches: Laskey A

Avoiding offline violence after social media conflict: Strategies youth leverage to navigate conflict in a digital era
Caitlin Elsaesser, University of Connecticut, School of Social Work
Desmond Patton, Columbia University; Emily Weinstein, Harvard University

Violence in impoverished urban areas is nothing new, but social media is changing the dynamic, with significant potential harm. Studies indicate that youth living in urban areas report threats on social media as commonplace and often results in retaliatory physical violence. Not all conflict on social media leads to violence, however, and youth living in violent neighborhoods ostensibly use a variety of techniques to de-escalate social media conflict to avoid violent outcomes. The goal of this paper is to examine the strategies youth employ to avoid violence resulting from social media conflict among a sample of youth living in urban neighborhoods with high rates of violence. We examine the experiences of 41 youth recruited from neighborhoods with high rates of violence in Hartford, Connecticut. Four focus groups solicited youth perspectives on conflict on social media, as well as strategies to prevent violence resulting from such conflict. Three coders analyzed the data, guided by systematic textual coding using a multi-step thematic analytic approach (Boyatzis, 1998). Youth describe the ubiquity of conflict on social media and the resulting violence in their daily lives, and the challenges inherent to avoiding such conflicts. Youth decode risks posted by conflicts on social media, using contextual clues about persons involved such as known involvement in gangs and geographic proximity to determine the risk that the conflict will turn violent offline. Youth further describe relying on trusted friends and mentors offline to provide strategic support to ignore or avoid conflict on social media. Our findings underscore that youth use agentic responses to the threat of violence from social media conflict through a range of active strategies. Implications are discussed, including the promise of considering youth as experts in their own experiences in violence prevention.

Playdough and paper wrappers: Using creativity and promoting meta-cognition in the classroom
Sara Plummer, Rutgers University

Metacognition, otherwise known as "thinking about one's thinking", is a tool that can aid students of any age by helping them identify successful learning habits and correct one's that have been unhelpful (Flavell, 1979). Metacognitive skills include, the planning, monitoring, and evaluating of one's academic enterprises (Wagener, 2016). Following these three steps increases a student's ability to absorb, comprehend, and remember academic content. Metacognitive skills have been found to increase self-directed study habits and in turn increase students' success (Wagener, 2016). The presenter will facilitate a discussion on how to introduce

metacognitive skills in the classroom by offering concrete suggestions on how to promote metacognition as a way to increase student self-regulated learning.The first tool to be discussed is the use of "fidget widgets" in the classroom. Fidget widgets are tools or objects that are played with / manipulated while focusing on another task, such as a lecture. These tools can take many forms and can include silly putty, stress balls, and playdough. Research suggests that acts such as doodling and use of stress balls can improve memory retention (Andrade, 2009) and reduce anxiety (Bremer, 2015) and increase focus (Shalvey & Brasell, 2006). The second tool to be discussed is the "paper or exam wrappers". These are tools used after an assignment where students are asked to complete a questionnaire that asks them to review their work. Students are asked items such as: how did you prepare for this exam? Where did the majority of your points get lost on this paper? And what would you do differently next time? This review allows students to take stock of their strengths and challenges with

Fierce Resilience! 4 steps to taking what is broken and becoming whole again: Literature Review and Case Study
Lynnette Johnson, Private Practice Therapist and Consultant

Introduction: Resilience is a key aspect of mental health and wellness and is defined as the ability to come back from difficulty. Cognitive Behavior Therapy uses the concept of cognitive re-framing. This intervention model for treatment uses a Japanese pottery metaphor for cognitive re-framing and resilience. The ancient Japanese pottery technique called Kintsugi indicates that the broken places are made more beautiful by having a history. This treatment model uses this metaphor and works with clients using cognitive re-framing based on the metaphor. Additionally, applying Brown's work on vulnerability, it is recommended that showing our "authentic, imperfect selves to the world...leads to self-acceptance." Four keys to resilience are indicated in the healing process as suggested by Comprehensive Soldier Fitness literature review and positive psychology.

Methods: The Methods utilized in this paper include literature review and case study. 1.) Cognitive Behavioral Therapy. 2.) Comprehensive Soldier Fitness resilience training review of literature 3.) Case Study of utilizing this treatment metaphor and resilience.

Results: The results of this model of resilience are currently being studied further and defined.

Discussion: Comprehensive Solider Fitness tools for resilience are being implemented and utilized. Kintsugi as a metaphor is utilized as a connected treatment modality by some clinicians with client self-reported successful outcomes. Utilizing cognitive behavioral therapy methods to re-frame the wounds encountered is used by this clinician and others in work with clients. Brown's work on vulnerability is a key to the healing paradigm and resiliency.

Conclusion: Further scientific study into greater utilization of the Kintsugi metaphor for taking what is broken and becoming whole again as a paradigm for resilience is needed. Though this is being used on a limited basis with self-reported positive results from clients, further study with larger samples is recommended.

F3: Multiple Ways of Knowing & Healing: Laskey B
Embracing Chaos: A Story of Liminality and Emergence
Lisa Johnson Davis, Otay Institute

In 1989, student, emerging pro golfer, son, and brother, Lee Johnson, was hit by a car while jogging, suffering a traumatic brain injury and sending his family into a downward spiral which resulted in the death of both his parents from long-term illness and the destruction of his younger sister due to alcoholism. Having had severe traumas in their own childhoods, including fleeing from racial violence and parental abandonment, Lee's parents modeled an emotional structure seeped in chaos; their own inherited and personal experiences forming a faulty foundation on which they built their family of five that cracked under the stress of his accident. Informed by the shared experiences of her family's physical and emotional trauma, the oldest, called Sis by both her siblings and parents, began poising the question, "How did I survive?" in order to work through the chaos. Through personal ethnography, L Johnson Davis will retell the story of her family's generational trauma and how her personal study of self, which she has defined as qualitative "provenance" has helped in her ongoing quest to discover the true nature of human learning. Reframing trauma from Newtonian-influenced ideals of cause and effect, a novel humanistic framework for looking at lived experiences as the context of growth, specifically for complex adaptive human systems, will be discussed. Embracing chaos as an important, if not pivotal, phase transition for humans that leads to growth will be explored as an organic biological mechanism that may spur individual metamorphosis and emergence. Discussion of this chaotic phase

transition or "liminal learning" state will be discussed, and a framework will be presented that may provide a method for restructuring trauma and increasing resilience.

Creating Resiliency Through Organizational Change: ReCentered Trauma Informed Assessment Project
Elyssa Schroeder, Texas Council on Family Violence
Molly Voyles, Texas Council on Family Violence
As the frontline staff members for supporting survivors in their community, domestic violence and sexual assault programs rarely have time to think about large scale organizational change and how it connects to their mission and the resiliency of their agency and survivors. The ReCentered project run by the Texas Council on Family Violence is a holistic agency approach to connect survivor and staff voices, environmental observations, current policies and leadership goals to build on a program's strengths while creating lasting agency change. The ReCentered Project has evolved throughout the past decade and is tailored to each agency to meet their goals and strengths. This presentation will lay out findings from 10 years of the program and keys for success including strong leadership engagement and willingness to have all staff be a part of the change.

Men's experiences of dating violence in post-secondary
D. Gaye Warthe, Mount Royal University
Peter Choate, Mount Royal University; Catherine Carter-Snell, Mount Royal University
Dating violence has been studied on post-secondary campuses since the early 1980s; however, the majority of what we know about student's experiences of violence has been collected through large-scale surveys with convenience samples that have been highly criticized for their lack of context. Qualitative methods are less common and interviews and focus groups with students have largely occurred with women who experienced dating violence. Although dating violence against men is recognized, there is a paucity of research on men's experiences and a prevailing belief that men experience significant barriers that discourage them from disclosing dating violence. Existing studies have not provided clarity on the context, types of violence most frequently experienced by men, or the short and long-term consequences of dating violence. It is not clear from the research whether existing campus policies and programs are adequate and appropriate to meet the needs of men in violent or abusive dating relationships or whether specific services are required. The current study addresses this knowledge gap through a qualitative examination of men's experiences, an environmental scan of programs and policies on Canadian post-secondary campuses and the results of a quantitative analysis of a health and wellness survey distributed to a random sample of students including questions on experiences of dating violence and help seeking behaviors.
This presentation will focus presenting the results of an environmental scan, survey, and early results qualitative surveys of the experiences of men in post-secondary who have experienced dating violence, help seeking, and programs and policies that support men.

Rebuilding Love
Star Nayea, Ravens Last Laugh Productions
In a simple exercise with Native Indigenous adults (in conference settings), we asked them, "Raise your hands if you love yourself"? Knowing full well, traditionally speaking, most Indigenous Peoples have no "word" for LOVE in their language. Instead they culturally depict the English word "LOVE" with actions or an act of "LOVE". For example, Oglala, (Lakota) People have no word for LOVE, instead the they say "Chanté U Ha! (my heart is yours). The question was respectfully posed based on the realization of over 500 years of oppression and assimilation. In our experience, the majority of participants did NOT raise their hands! Some were confused and laughed uncomfortably amongst themselves. Others looked embarrassed, avoided all eye contact and preferred not to answer. However, a smaller percentage, "got it," right away. Inner Self-Love can act as our inner moral compass. Setting, regulating and guiding our human behaviors, into motion. Sadly, there is one major common denominator along the way, derailing our ability to achieve Inner Self-Love, Trauma! In fact, it has been widely corroborated in scientific (and non) studies, that the "lack of inner self- love, self-worth, self-respect, self-motivation is, the direct result of TRAUMA". It would seem there is dark hole of recycled learned behaviors to contend with, leading to recycled patterns, actions, (self-deprecating/sabotaging) human behaviors, always destructive in nature, inwardly and outwardly, throughout one's lifetime. Can we erase the unprecedented amount of damage? Find our way back to the purity and sacredness of love/self-love the way it is/was intended? The "one word" human action and emotion I am referring to... FORGIVENESS. Psychologically speaking, I feel forgiveness (of self & others) IS the Key, to Rebuilding Love.

Awakening the inner phoenix bird: Expanding our understanding of the role of spirituality in the development of resilience
E. Susana Mariscal, Indiana University

Resilience results from the dynamic interplay between risk and protective factors, interpreted through a cultural lens (Masten, 2001). Although several resilience studies have identified spirituality and related strengths as personal protective factors, a comprehensive definition of spirituality may broaden our understanding of resilience. This presentation integrates resilience theories developed by Saleebey (2001), Benard (2004), and Wolin (1993), which include protective factors related to spirituality, such as hope, sense of purpose, goal direction, achievement motivation, educational aspirations, optimism, faith, morality, and religion. This presentation also provides a quick overview of spirituality models from deep ecology and Canda and Furman (1999). For deep ecology, spirituality involves a sense of interconnectedness with all life and interdependence of all things, which includes a process of spiritual transformation and reflects a transition from a modern to a holistic and inclusive worldview (Coates, 2003). Deep ecology involves environmental awareness, spiritually sensitiveness, and political involvement (Besthorn, 2007). Canda and Furman (1999) propose definitions of spirituality from both a holistic perspective and spirituality as an aspect. While spirituality as an aspect encompasses similar strengths to those found in resilience literature, this model includes spiritual drives, experiences, functions, and development. Spirituality as a whole involves the total process of human development, including the bio-psycho-social model of the person-in-environment, a sense of integrity, responsibility, and connection with other people, beings, nature, and the ulterior (however defined). Both spirituality models expand the construct of resilience and unveil its deeply transformative nature as a protective factor that encompasses personal (e.g., sense of purpose, morality, hope, meaning, and expectations), environmental (e.g., connectedness to people, beings, and the universe, spiritual and religious practices), turning-point effects (e.g., oceanic, near-death, and spiritual experiences) and the person-in-environment as a whole (e.g., responsibility toward nature and the future from a global perspective, political involvement, indigenous lore and wisdom).

Intimate Partner Violence in Rural Appalachia: An Examination of Incident Characteristics and Coping Strengths
Alli Smith, University of Kansas
Sherry Hamby, Life Paths Research Center

Purpose: Rural populations often have unique characteristics that increase risk, chronicity, and severity for intimate partner violence (IPV) (Edwards, 2015). Furthermore, Appalachian counties, even when adjusted for rurality and age, exhibit a 22% higher hospitalization rate for IPV than non-Appalachian counties (Davidov et al., 2017). This presentation seeks to understand further about the nature of intimate partner violence and sexual victimization in a rural Appalachian sample, as well as to investigate the role of strengths in coping and mental health outcomes. Method: Our sample was comprised of 672 individuals who endorsed experiencing intimate partner violence or sexual victimization. These participants were derived from a larger sample of 3026 participants from rural Appalachia. Participants completed a survey that addressed juvenile and partner victimization, strengths and coping, as well as demographics. Results: Consistent with previous findings, lifetime occurrences of victimization across all victimization types were correlated with lower satisfaction with life, and for those who experienced sexual victimization or being pushed, grabbed or shook, incidents that disrupted daily routines were all correlated with significantly worse mental health outcomes. Beyond characteristics of the incident itself, meaning-making, social support, and religious & spiritual importance were all predictive of greater life satisfaction (F(3, 365)= 59.99, p <.001). Social support and religious and spiritual importance were also predictive of overall mental health (F(2,359)= 25.09, p<.001). Consistent with previous results social support and meaning-making do account for a large degree of the variance in satisfaction with life, just as social support accounts for a greater variance in mental health. Even so, religious and spiritual importance still represents an important strength that is particularly relevant to rural Appalachia. Spirituality and other sample characteristics, particularly financial strain, may represent important considerations for culturally competent counseling in this population.

Interview with Dr. Sherry Hamby

If you had the time to learn something new – what is it you would want to spend time learning?

I wish I was multilingual. I find it hard to practice languages—it's mentally challenging for me, but I often use international trips as motivation to learn or improve language skills. Even learning just a few phrases makes traveling more fun—it's so much easier to interact with people outside tourist sites. It's also important for getting our work outside of the ivory tower.

How do you handle criticism, especially if it seems to be offered to take you down instead of help you?

There are so many different sources of criticism. If someone is trying to bully or intimidate me in public, then I try to focus on the audience, not the critic. Maybe someone in the crowd is inspired by seeing someone like me in a public space—female, feminist, Appalachian, progressive. Out in the field, a lot of people tell me that I am the first psychologist they've ever met. So, I try to think about a helpful response for those people. Online trolls I mostly ignore, although I respond to requests for help through my blog or in response to media quotes. David Finkelhor advised me many years back that it is not a good use of time to spend a lot of energy revising after a journal rejection—fix the typos or similar small fixes and send it back out. In general, although I can't say that criticism never gets to me, for all the various forms, I try to keep my eyes on the goal.

What advice would you have given to yourself 10 years ago, knowing what you know now?

To focus less on what earns brownie points in conventional academic careers. Especially as academia has become more and more corporatized, what is rewarded is not necessarily what matters in the long run. Also, I think I would have encouraged myself at 10 or even 20 years ago to learn more about the business and management side of scholarship and research. Because knowing how to manage the business end is often the path to more independence and control over your work.

How can we contribute to the building of new academic cultures and, more widely, new inclusive institutional cultures that genuinely respect and appreciate difference and diversity – whether differences are of class, gender, sexual orientation, race, nationality, age, ability status, language, or religious belief, or are epistemological or methodological in nature?

I'm trying to get better—and more comfortable—with acknowledging my social position in professional spaces. So, I answered this question! For example, I'm white, female, straight, cisgender, currently abled, and an English-speaking U.S. citizen. I use my professional privilege, as a senior researcher in this field, to promote the professional development of people who have been historically excluded from positions of influence and honor. Most recently, I'm speaking up about representation more by asking event planners about it before I agree to speak.

What always cheers you up?

Walking in the woods with my dogs.

Is it better to seek or to receive? Exploring how four profiles of social support contribute to resilience

Elizabeth Taylor, Life Paths Research Center
Sherry Hamby, Life Paths Research Center; Kimberly Mitchell, University of New Hampshire; Lisa Jones, University of New Hampshire; Chris Newlin, National Children's Advocacy Center

Purpose: The social ecology encompasses families, peer networks, and communities that contribute to individuals functioning. As part of the social ecology, social support is one of the most widely studied protective factors in research on victimization and resilience. After experiencing adversity, is it better for well-being to seek support and then support is provided or there a more effective combination? This study adapts a dual-factor approach to examine seeking and receiving social support with 6 outcomes and 14 psychosocial strengths. Method: Participants (n=440) were between youth between the ages of 10 and 21 (M=16.38) and 61.1% female. Participants completed a survey that assessed strengths, outcomes, and victimization. Youth were classified into 4 groups: Interconnected (high on social support seeking and receiving; 33% of the sample), Rebuffed (high on seeking, low on receiving; 12%), Tended (high on receiving, low on seeking; 16%), and Isolated (low on seeking and receiving; 39%). Results: When controlling for age, gender, and victimization, social support was associated with all meaning making, regulatory, and interpersonal strengths, and every outcome except trauma symptoms. The Isolated group scored lowest on all measures. The Interconnected group had the highest scores, except for endurance. Rebuffed and Tended fell between these extremes. The Rebuffed group reported higher levels of several strengths and non-theistic spiritual well-being than the Tended group. The Tended group was never significantly higher than the Rebuffed group. Discussion: This study suggests that individual skills and attitudes for helpseeking behaviors may be more impactful than support provided by peer networks or family. We found that strong social support skills and attitudes were related to positive outcomes, suggesting that it is more important to encourage helpseeking and positive attitudes towards sharing, disclosure, and getting advice, than to just provide support whether it is wanted or not.

Differentiating Attachment Styles Among Emerging Adults Exposed to Trauma

Taylor Napier, University of Memphis
Kathryn Howell, University of Memphis; Laura Schwartz, University of Memphis

Seminal work on attachment in childhood indicates that insecure attachment styles are a risk factor for psychopathology and may negatively impact adaptive outcomes following trauma. Few studies have explored how insecure attachment patterns to multiple figures (i.e. mother, father, best friend) effect mental health in emerging adulthood. Additionally, the relationship between attachment style and trauma exposure in this population has received little attention. This study aims to address the role of unique attachment styles on depression and resilience in young adults exposed to trauma. Participants included 377 emerging adults (Mage= 19.64, SD= 1.62; 51.5% White) from a MidSouth University who self-selected their lifetime most traumatic event (MTE) from loss, violence, or illness. Hierarchical linear regressions were run to predict depression and resilience from sex, race, income, and cumulative trauma in Model 1, MTE added in Model 2, and avoidant and anxious attachment to mother, father, and best friend added in Model 3. The final model for depression was significant, (F(14, 341) = 8.01, p < .01, R2 = .25) with White participants (β = 2.78, p = .01), more sexual violence (β = 4.21, p = .003), more physical violence (β = 16.01 p = .01), and higher anxious attachment to best friend (β = 0.86, p < .001) associated with higher depression levels. The final resilience model was significant, F (14, 341) = 9.11, p < .01, R2 = .27) with White participants (β = -7.03, p < .001), higher avoidant attachment (β = -0.89, p < .001) and higher anxious attachment (β = -0.94, p =.006) to best friend associated with lower resilience levels. Given the effect of insecure attachment to a best friend on both positive and negative outcomes, providers should focus on strengthening young adult friendships to buffer against psychopathology and bolster resilience following adversity.

Tuesday 1-2:15 pm

G1: Learning to Love Ourselves: Incorporating Compassion Care in our Work: Great Hall
Bonnie Duran, University of Washington

This presentation focuses on love, healing and self-care. Dr. Duran *will introduce the pillars of compassion and how through loving and taking care of ourselves we become better advocates, better human beings and more grounded and rooted in our work of ending the violence. The session will include approaches to mindfulness meditation.*

Multidimensional Life Functioning in College Students with and without Childhood Adversity

Addie Merians, University of Minnesota
Emily Mischel, University of Minnesota; Patricia Frazier, University of Minnesota; Katherine Lust, University of Minnesota

There is ongoing debate in the adult trauma literature about the definition and prevalence of resilience after traumatic events. This study contributed to this debate by investigating functioning across three life domains in college students with differing levels of adverse childhood experiences (ACEs). Additionally, given the increased focus on the reproducibility of research, this study uses close replication to promote best research practices. We used data from two samples of undergraduate students at multiple colleges and universities in Minnesota (N=8997 and N=7924) who completed the 2015 and 2018 College Student Health Survey. We assessed three domains of life functioning: mental health, academic performance, and alcohol consequences. ACEs were measured using a total score on the 10-item CDC measure, which assesses childhood physical, emotional, and sexual abuse and household dysfunction. Consistent with past research, more ACEs exposure was related to poorer mental health, poorer academic performance, and more alcohol consequences. We then explored resilience by creating categories using the life domain measures, such that scores at or above 75%ile indicated thriving, scores between 25-75%ile were average, and scores below 25%ile indicated struggling. Similarly, ACEs total scores were categorized as high, medium, or low. Although more students with high ACEs were in the struggling category for all outcomes in both datasets, the majority of students with high ACEs were categorized as resilient (i.e., average or thriving). Additionally, approximately 73% of students with high ACEs in both the 2015 and 2018 datasets were resilient in two or three domains. These data provide evidence that, although childhood adversity is associated with poorer life functioning, many students with a history of childhood adversity display resilience later in life. Examining resilience as a multidimensional construct, most students who report high levels of adversity are resilient.

Continuing Lasting Change: ReCentered Trauma Informed Assessment Project

Elyssa Schroeder, Texas Council on Family Violence
Molly Voyles, Texas Council on Family Violence

Through the ReCentered: Trauma-Informed Assessment Project, the Texas Council on Family Violence (TCFV) assesses domestic violence programs based on survivor and staff feedback. The information gathered is then reported back to all staff highlighting the strengths that could be built on and opportunities for change based on survivor responses. TCFV learned that for this process to be successful, executive leadership of the agency must be willing to let their staff have input in any change made. This process allows for transparency and buy-in from all levels, one of the keys to success. In different "change sessions", agency policies, procedures, and philosophies are discussed to learn how these things affect survivors. Participant agency staff then consult with each other to create new policies and practices that staff are able to select. TCFV uses this collaborative process to facilitate change in the organization and creates accountability by having regular check-ins and support through technical assistance and trainings. In this Perspective, attendees will learn how this change process is done, and how it supports long-term survivor-centered change in domestic violence agencies.

Resilience and social context in undergraduate students

Jonathan Davis, Samford University

Using the Resilience Portfolio Model as a conceptual framework, this study examines poly-victimization and poly-strengths in three waves of students from 2012-2015 (total N~650). Poly-victimization was indexed by a standard measure of Adverse Childhood Experiences (ACEs), reported history of young adult victimization, and current measure of victimization. A poly-strengths index was explored using reports of routine activities and perceptions of campus climate. Thriving was explored using two thresholds: above-average mental health and above-average reported willingness to intervene as a bystander. This presentation will focus on connections to resilience in the social context / community.

The Asyncrhous Development Model - Helping Youth Find Natural Internal Assets

Tom Bissonette, YoungAndWiser, Inc.
Gina Bucy, Southern Adventist University School of Social work

This presentation takes a fresh approach to teaching the professional to help youth understand their developmental issues and the pressures they face. The Asynchronous Development Model promotes self-

awareness and informed decision-making by honoring the intelligence and strengths of young people. This model reveals developmental challenges within the scope of normal developmental variations.

G3: Understanding Resilience in Rural & Low-Income Communities: Laskey B
Sherry Hamby, Life Paths Research Center & University of the South

For the last 7 years, Life Paths has been collecting data in the rural Appalachian community where we are based, as well as other low-income southern communities in Alabama, Mississippi, and Georgia. Using a combination of methods, including focus groups, one-on-one interviews, and surveys, we have spoken with more than 4,000 individuals. Using these data as a foundation, this workshop will address insights into the ways that resilience manifests in rural and low-income communities in Appalachia and the greater southern U.S., with a focus on the impact of financial strain. These include ways that people in Appalachia both resist and navigate unwelcome intrusions of modern society, such as the loss of privacy attendant with some forms of technology. It will also include under-appreciated strengths of rural Appalachia and other southern communities, such as self-reliance and the ability to use humor as a coping strategy. We will also discuss ways that some strengths can be more complex than they might at first appear, such as social support and spirituality. Finally, the vernacular of resilience in rural Appalachia will be discussed with an eye toward the clinical implications of understanding how people talk about resilience and related constructs in this region. Self-assessment tools in trauma and strengths will be presented, along with norms for low and high financial strain from these communities.

G4: Understanding & Combatting IPV: Laskey C
The Role of Gender Role Attitudes and Gender Role Change in Understanding Intimate Partner Violence among Latinos
Melek Yildiz Spinel, University of South Carolina
Suzanne Swan, University of South Carolina

Research on gender role attitudes and intimate partner violence (IPV) among Latinos provides inconsistent results. Additionally, review articles of IPV among Latinos show that traditional Latino gender role attitudes, marianismo and machismo, are often cited as causes of IPV; however, few empirical studies have assessed these claims. The goal of this paper was to systematically review articles that studied the associations between gender role attitudes and IPV among Latinos in the US. Method: A search using Academic Search Complete database including PsycINFO provided 9 quantitative, 1 mixed-methods, and 14 qualitative articles that met inclusion criteria and were coded. Results: There are few quantitative studies assessing the association of traditional gender role attitudes and IPV among Latinos, and the results are mixed and difficult to compare with each other due to heterogeneity in measurement tools. Qualitative research showed that participants perceived traditional gender roles as a cause of IPV. The term machismo was used to refer to negative aspects of traditional male gender roles. The term caballerismo referred to the belief that men should take care of the family and children; caballerismo was perceived as potentially decreasing risk of male perpetration of IPV. Discussion: Research on IPV and Latinos often cites "cultural beliefs" as an explanatory variable; however, none of the quantitative studies used validated measures of Latino traditional gender role attitudes. Additionally, research could assess protective factors to minimize views of "cultural deficits" to explain IPV among Latinos. For example, men who had engaged in IPV reported that learning about cabllerismo, familismo and respeto (deferential behavior to high-status individuals) was helpful in increasing empathy towards their partners. Therefore, research on positive factors of Latino culture would provide a more complete understanding of IPV among Latinos and would help integrate existing resources into culturally-relevant evidence-based prevention and treatment interventions.

Resilience among Latinx youth exposed to intimate partner violence
E. Susana Mariscal, Indiana University

Research has suggested that childhood exposure to intimate partner violence (IPV) can have serious consequences on children's neuro-social-emotional development as well as increased risk for child maltreatment. Although growing evidence indicates that these negative outcomes are not inevitable when protective factors are mobilized, little research exists regarding the protective factors contributing to the resilience of Latinx youth exposed to IPV. These youth face increased vulnerability due to additional risk factors: cultural (i.e., familismo, machismo, and marianismo), social (i.e., inequality), and political (i.e., citizenship status, social policy, and service delivery issues).

Resilience results from the dynamic interplay between risk and protective factors, which should be interpreted through a cultural lens. This presentation combines resilience theories developed by Saleebey (2001), Masten (2001), and Benard (2004), identifying three protective factors: personal, environmental, and turning-point effects. Research has identified several personal protective factors among these youth, including child's easy temperament, cognitive functioning (i.e., understanding IPV is not their fault), and resistance strategies (i.e., creating physical/mental escapes, safety planning, protecting mother/siblings, and detaching from batterer). Among Latinx, perseverance and spirituality were identified. Environmental protective factors among Latinx included having close relationships with their mothers, schools as safe haven, cultural pride, mentor relationships, support networks (i.e., extended family), and community involvement. Turning-point effects among Latinx included attending college and turn-around experiences. Results from the National Survey of Child and Adolescent Well-being-II identified two significant moderators. Social skills moderated the relationship between exposure to IPV and mental health, whereas the presence of caring adults moderated the negative effects of IPV on school engagement. Among Latinx, maternal monitoring had better effects of on mental health, when compared to "other" youth.

The current social-political climate and challenges navigating service delivery systems affect the provision of services to Latinx youth exposed to IPV. Practice and policy implications will be discussed.

Gender Patterns in Intimate Partner Violence: Results from 33 Campus Climate Surveys Based on the Partner Victimization Scale

Anne-Stuart Bell, Life Paths Research Center; Shelby County Schools
Sherry Hamby, Life Paths Research Center & University of the South

Objective: The replication of findings is an important aspect of scientific research. This report examines data from a literature review of campus climate surveys and other research publications to determine the replicability of the pattern of gender asymmetry in intimate partner violence (IPV) found in the first studies using the Partner Victimization Scale (PVS). The key feature of the PVS is that it addresses the issue of false positives by instructing participants to omit behaviors that involved horseplay or joking around. Method: A search of the literature identified 33 studies, all campus climate surveys, with data on gender patterns in victimization rates based on the PVS. Together, the studies include more than 29,000 participants. Many sites adapted or modified the PVS, but all retained the key instruction to omit incidents due to horseplay or joking around. Results: The pooled averages of all survey sites showed a rate of female victimization (18.0%) that is almost double the rate of male victimization (10.6%), a statistically significant difference. Although only available for three campuses, rates for participants who identified as transgender or gender non-conforming were high (19.4%). Conclusions: The results provide independent replication of the gender asymmetry found in Hamby's original study. These findings are consistent with other IPV indicators, including homicide data, reports to police, witness reports, arrests, help-seeking data, and some other self-report data. These results provide further support for the premise that the gender symmetry that has been found in other surveys may be largely due to false positive reports. Further research should include the full spectrum of gender identities to better understand gender and IPV.

Examining Risk and Protective Factors that Differentiate Clinically Significant Depressive Symptoms following Exposure to Intimate Partner Violence

Lacy E. Jamison, University of Memphis
Kathryn H. Howell, University of Memphis; Idia B. Thurston, University of Memphis; Lauren M. Schaefer, University of Memphis; Brianna R. Amaba, University of Memphis; Sascha S. Young, University of Memphis

Experienced by millions of women in the United States annually, intimate partner violence (IPV) is a significant public health problem linked to a multitude of adverse individual and interpersonal consequences. Given that depressive symptoms are among the most common adverse outcomes associated with IPV-exposure, it is essential to investigate the complex constructs that impact clinically-significant levels of depression. The current study examines risk and protective factors that may differentiate depressive symptoms among IPV-exposed women. Participants included 165 women (Mage = 34.62; SD = 3.20; 69.1% Black) recruited from community organizations in the MidSouth United States who reported experiencing IPV within the past six months. A logistic regression model was examined to assess how self-reported socioeconomic status, type and frequency of IPV, resilience, social support, and community cohesion distinguish women who meet the clinical threshold for depressive symptoms from those who are not experiencing clinically significant depression. The logistic regression model was significant: $\chi^2(10) = 49.63$, $p < .001$. Results indicated that 38.4% (Nagelkerke R^2) of the variance in depression was explained by this model and 78.3% of cases were correctly classified. Women who reported no steady income ($\beta = 2.32$, $p < .05$) and who experienced a greater frequency of

psychological IPV ($\beta = .01$, $p < .05$) were at an increased likelihood of meeting the clinical threshold for depression, whereas women displaying greater resilience ($\beta = -1.15$, $p < .05$) and more social support ($\beta = -.05$, $p < .05$) displayed a decreased likelihood of meeting the clinical threshold for depression. Findings highlight the need to incorporate strategies focused on building resilience and increasing social support among women experiencing depression and IPV. Specifically, these findings emphasize the importance of conceptualizing interventions within the context of type and frequency of IPV and income security.

Tuesday 2:30-3:45 pm

Keynote
Great Hall

Using Meaning Making to Engage System-Involved Fathers in Treatment and Healing

Fernando Mederos, Simmons College School of Social Work

Dr. Mederos will speak on his work engaging low income men and men who have challenges such as a history of trauma and/or intimate personal violence and on engaging system-involved fathers in ways that minimize resistance and build on men's strengths while also identifying risks and emphasizing responsibility and safety. His work also emphasizes culturally- and evidence-based interventions with Latinos.

Interview with a Keynote: Dr. Fernando Mederos

What is one piece of advice you'd like to share with other people in this field?

One of the messages I would give to researchers and people involved in domestic violence is the importance of passionate skepticism. Looking back on my work, I fell into the role of being one of the pioneers of domestic violence work with men. Lots of people in 70's and 80's thought that men being a part of violence was bogus. People were very skeptical about it. Looking back 40 years later, perspectives are still a bit narrow. What seemed to happen became historically inescapable. Emerging problems became visible and there were no tomes to address it. If we waited for the scientific process to uncover it, it would have been awfully slow.

For about 50 years, I have been cultivating that kind of skepticism and commitment particularly with work with men and work around gender and have found that going beyond those boundaries and being able to take pieces from other places; thinking about how it actually fits and what I've found is essential about what we learned is going in a different direction. It's the idea that now we are much more interested in trauma, looking at concepts of men as a group, as well as our values and legacies, that could be helpful in domestic violence or the transformation process. I believe we also need to cultivate more into culturally-based work for the men. I'm involved with really understanding that as far as women and men are concerned, we have created a movement that has thrust us face-to-face with poverty and I have been able to see it and there are different consolations of domestic violence and with men. In my field, I have connected with men who work in the field of fatherhood and domestic violence and I have developed friendships because these are men have worked hard to step up in the right way. They're exemplary in that they have pulled themselves out and away from toxic behaviors, toxic circumstances, and they've made great sacrifices. These are lives that are often overlooked by society.

What always cheers you up?

What I have found immensely valuable is doing something that really disconnects me from what I do. What I ended up doing was becoming the crewman on a very small commercial fishing boat. The boat is called "Hope She Floats" and it's a boat that has been around since the early 60's. My friend keeps it going and some days we're out all night and the boat is rocking very gently and steadily. It was just a completely different experience. My friend also does a lot of domestic violence and fatherhood work, but he also focuses on poverty and these other issues. This friendship takes fishing very seriously, but we have learned a lot from each other and engage in lots of intellectual conversation. I would suggest stepping completely out of your zone of inertia.

### What advice would you have given yourself 10 years ago, knowing what you know now?

I would want to go back 40 years! I think the biggest piece of advice would be to pick up as many tools as possible. When I was getting training in anthropology, there was sort of a slight fork in the road between doing clinical work and doing experimental research. I went for the clinical because that is my passion and I was in fact a terrible doctoral student who was working full time and breaking lots of rules. It's just been an interesting process for me of constantly circling back to things and finding gaps and blind spots, sometimes my own and sometimes the disciplines. When I talk about skepticism, what I mean is being open to new ideas and working toward something you strongly believe in.

If you had time to learn something new – what is it you would want to spend time learning?

If I had time to start another career, it perhaps would have been very interesting to combine something like psychology and research and business school. By that I mean, from the business world, they work a lot in teams and organize their work, which is a practice I was never really exposed to. They also practice different metrics. I find that there are a lot of people like me, who are bright, who end up creating agencies and we did the best that we could. I would suggest digging into more practical tools. Incorporating more of the practicality of our work. The problem is that most programs have no resources, so it's kind of asking a lot of the very core of our work.

What is something that people may not know about you?

The two things I enjoy is gardening and the other one is reading. At one point as a young man, I read science fiction. I have to be very careful with books because my life gets very busy with them. I'm also very fascinated with gardening. I have a house that resembles Victorian boxes that are apartments. With the house, I play a lot with the shading and finding the best places to grow plants. I'm very interested in Native American plants. I have Native American ferns and enjoy putting different plants together. It's interesting to me to let these plants evolve and they do their Darwinian competition with each other. It's ruthless, which means I do have to take out the plants that are just too successful.
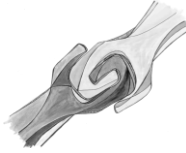
Book & Media Recommendations

Vicki Banyard

Homegoing by Yaa Gyasi (2016) is a novel about the family and history of two sisters and the generations of women and men they are connected to across Africa and America, the slave trade and segregation. I have read many books and articles about the legacy of racism and oppression, but Gyasi's novel helped me understand historical trauma in a really new and deeper way.

Amanda Hasselle

I am really enjoying a book that my younger cousin recommended to me. *The Defining Decade* is written by a clinical psychologist named Meg Jay, but it reads like a leisure book more than a textbook. Dr. Jay discusses the key developmental tasks that occur during our twenties in an attempt to combat common misconceptions about the twenties being a trivial time in millennials' lives. As a 28-year-old, the book has validated some of my own experiences. As a psychologist who hopes to work with adolescents and emerging adults, it provides insights about how to support clients in making the most of these confusing and exciting years.

Esther Malm

Third Culture Kids by Pollock and Van Rekn is an insightful book about the emotional, psychological and experiential world of children and adults born and raised in cultures different from their citizenship during their formative years. Being a clinician and researcher, this book expanded my worldview and awareness of such backgrounds in understanding behavior, choices and perspectives of TCK's. It opened my eyes to the unspoken strengths and challenges they may have adjusting to everyday life anywhere. One statement that has influenced my life (and I practice it) is to plant roots wherever I find myself rather than living out of my suitcase because of the fear of "moving again."

Susan Yoon

Just Mercy (2014) by Bryan Stevenson is a true story of a talented young lawyer who has devoted his life to helping and defending the most vulnerable, disadvantaged and marginalized people in our society. This book tells a powerful and inspiring story about the ways in which we can contribute to turning a society of injustice, inequality, and oppression into a more hopeful, merciful and resilient one.

Sherry Hamby

Scriptnotes is, as the hosts say "a podcast about screenwriting and things that are interesting to screenwriters" and it has become one of my favorites. Although the hosts, John August and Craig Mazin, are talking about a very different type of writing, I've learned a lot that has benefited my scholarly writing. They are also refreshingly frank about the realities of working as a writer. August and Mazin offer tons of advice for young screenwriters about avoiding being taken advantage of, which could be helpful to almost anyone who engages in scholarly or creative work. Plus, I'm a movie buff and I've learned a lot about movie-making too!

Liz Taylor

I have been reading *The Immortal Life of Henrietta Lacks* by Rebecca Skloot recommended by my professor in my Behavioral Health class. Henrietta Lacks was a black woman from the 1950's whose cells were harvested to conduct research that led to developing the polio vaccine, cloning, gene mapping, and more. Her cells were even the first sent to space! One of my favorite aspects of this book is that the author reached out to the many members of Henrietta's family to interview them about how they felt about Henrietta's cells being used for science. The biggest ethical conundrum is that Henrietta's cells were harvested without her consent and her family has to contend with this knowledge. The resilience displayed by her family, despite receiving very little compensation given Henrietta's contribution to

science, is phenomenal. The story is written as if you are sitting in on the conversations the author is having with the family.

Tom Bissonette

Troy Love, the author of *Finding Peace: A Workbook on Healing from Loss, Neglect, Rejection, Abandonment, Betrayal, and Abuse,* uses an interesting vehicle, describing fictitious group therapy sessions to show how people learn from their wounds. He covers common issues that cause deep suffering such as loss, rejection, neglect, abandonment, betrayal, and abuse. The clients in the group are fictitious characters based on real clients, but they are all believable and they remind us of the vulnerability we all have and the power of healing in a group setting. I enjoyed the clinical analysis being amplified by the stories. Some clinical handbooks can be dry, but not this one. I also recommend my own book titled *Moved by MeToo – Owning Up and Reaching Out.*

Danielle Rousseau

During our session, we will be talking about complementary and alternative treatment approaches that promote resilience, with specific attention to working in carceral settings. *Best Practices for Yoga in the Criminal Justice System* by the Yoga Service Council is worth picking up if you want to know more!

Jonathan Davis

As a family scientist and instructor, I've been looking for good texts that illustrate family dynamics, and two books I've come to appreciate for their entertainment value and readability as well are *The Glass Castle* by Jeannette Walls, and *Educated* by Tara Westover. Both of these books are memoirs by women raised in families characterized by extreme beliefs, often accompanied by violence, mental illness, and addiction. The accounts of family life and sometimes harrowing narratives are amazing in themselves, but the redeeming quality of both of these accounts is the development of resilience by the authors. It's especially interesting for me how that resilience relates to a renegotiation of their places and finding their voices in their families.

Also, thanks to Sherry, I took a few minutes to review my reading history at our local library (a great resource!), and ran across these gems I'd enjoyed in previous years, mixed in among the Jack Reacher novels and Garfield comics for my son:

The Boy Who Harnessed the Wind : Creating Currents of Electricity and Hope by William Kamkwamba and Bryan Mealer – an inspiring story about a young man in Malawi who studies old physics textbooks and builds a windmill to power his family's farm using scrap metal and a bicycle. He revolutionizes his village through sheer determination and his passion for education. Reading this book was a great reminder for me of what blessings I have and the incredible value of education.

Strangers Drowning : Grappling with Impossible Idealism, Drastic Choices, and the Overpowering Urge to Help by Larissa MacFarquhar is a collection of stories about people who are extreme altruists. These are the folks who adopt dozens of children, sell all of their possessions, and struggle with the knowledge that they need to sacrifice greatly to be ethical humans. One of the most thought-provoking books I've read in a long time, and one of the few I've journaled about and would like to re-read. It includes some philosophy, history, and social science to go along with the true accounts.

Beyond X and Y : Inside the Science of Gender by Jane McCredie – a journalist's account of the multi-layered, complex development that shapes our sexuality. For me, a wealth of easy-to-read, up-to-date information that refreshed my knowledge of an important and timely topic.

10% happier : How I Tamed the Voice in My Head, Reduced Stress Without Losing My Edge, and Found Self-Help That Actually Works--A True Story by Dan Harris – a funny and honest account of a television host who struggles with anxiety and explores mindfulness. A great introduction to this practice.

ResilienceCon™ is a trademark of the Life Paths Research Center.

The Life Paths Research Center is a research institute devoted to learning about the ways that people develop strengths and cope with adversity, especially in Appalachia and other rural communities.

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

Life Paths Research Center

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