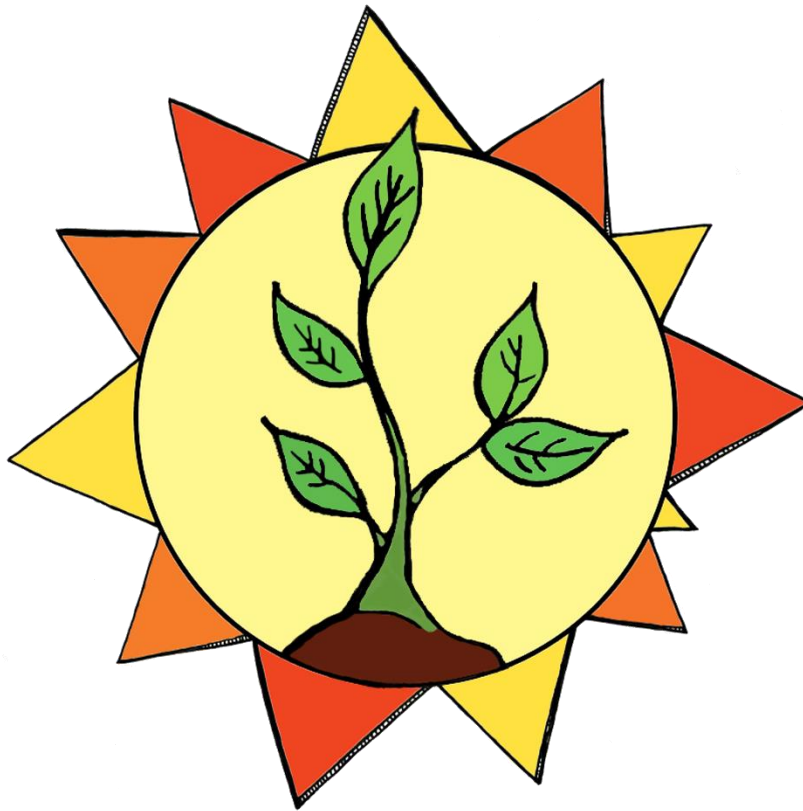


# **ResilienceCon™ 2021**

## **Conference Program**



**April 11-13**

**With a post-conference  
workshop on April 14**

**FINAL PROGRAM**

# Welcome to ResilienceCon 2021!

We are very glad that we can hold ResilienceCon this year and excited to experience the online version. We want to extend a special welcome to everyone for helping us gather and reconnect, despite the pandemic and other challenges. We know that some people were unable to make it, and we send good thoughts their way and hope they can join us in 2022.

This year, we need resilience and social justice more than ever. One lesson the pandemic has reinforced is that everyone needs the assets and resources to overcome trauma. The good news is that we know more than ever about how to help people prevent and heal from trauma.

As you'll see, if you are a first timer, we create a unique professional space by shifting the conference format. ResilienceCon sessions are interview-based. This is the "secret sauce" of ResilienceCon. Shorter talks allow more room for interaction and discussion, first in the form of a moderated interview and then an open Q&A. In addition to making sessions more engaging, useful, and inclusive, this approach also helps shift away from the deficit lens which has dominated work on trauma for many decades. The latest science suggests that high doses of strengths can counter even large trauma burdens, and we need to focus on the assets and resources people need to thrive despite adversity.

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 such as 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.

This is also our biggest ResilienceCon yet, with more than 200 attendees from 34 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 created ResilienceCon to make the professional space that we would like to have—one that emphasizes interaction and connection and is welcoming to everyone. We are pleased to welcome all of you to this special professional space we value so much.

Sherry Hamby, Victoria Banyard, and Nicole Yuan  
April 2021

# Giving Thanks

The ResilienceCon community is more important than ever to us and we are grateful to all of you for helping to create this space.

We also want to acknowledge all the people who give generously of their time and effort to make ResilienceCon possible.

**Elizabeth (Liz) Taylor** does more than anyone else to support ResilienceCon. Most of you have probably interacted with her at some point as she handles all kinds of tasks and requests, large and small. Her dedication to ResilienceCon and its mission is one of the main reasons we are gathering now, and we are boundlessly grateful for her gracious and careful efforts. We would like to thank **Lynnaya Hamby** for helping to prepare this program book and other tasks, including many hours working on this program book, and **Jenna Land** for also assisting with many duties.

We also extend our gratitude to our **program committee**. That includes senior advisors **Anjali Forber-Platt, Kathryn (Katie) Howell, Esther Malm, and Susan Yoon**. We are also grateful to members **Paloma Baldovinos, Tom Bissonette, Rufaro Chitiyo, Jonathan Davis, Jessica Elm, Amanda Hasselle, James Jurgensen, Nidal Kram, Kathryn (Katie) Maguire-Jack, Hasina Mohyuddin, Danielle Rousseau, Katie Schultz, and Rachel Wamser-Nanney**, for their assistance reviewing scholarship awards, recruiting, moderating sessions, and assisting with other decisions. That was an especially big help this year with all the new decisions that had to be made as we moved the conference online.

We are especially appreciative of **Judy Wilson**, from Site Shack, our talented web master. We are pleased to partner with a Sewanee artist, **Debbie Lee**, at Full Circle Candles, in our fundraiser. We'd like to thank **Bonnie Duran** for introducing us to Ngaropi Raumati. We are also grateful to everyone who is hosting a session or offering a reflection. We thank our room monitors for providing extra assistance for the online format. We also appreciate our donors and sponsors, listed on the following page.

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 2021

# A SPECIAL THANK YOU TO OUR SPONSORS

## **Pathfinder**

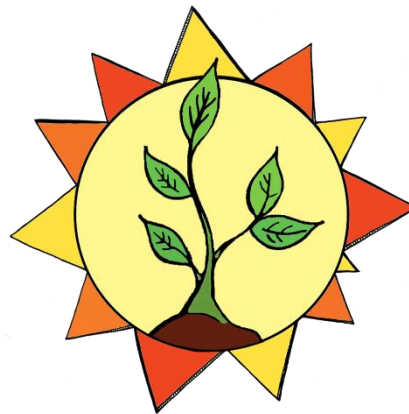
Department of Psychology at The University of the South  
Sherry Hamby and Al Bardi

## **Advocate**

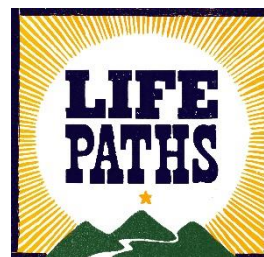
Institute on Violence, Abuse, and Trauma

## **Friend**

Victoria Banyard  
Allyson Crawford  
Susan Yoon  
And two anonymous donors



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



**Promising Scholar Award Recipients**

**Alhassan Abdullah**  
University of Hong Kong

**Rachel Hanebutt**  
Vanderbilt University

**Shelby Clark**  
University of Kansas

**Meredith Klepper**  
Johns Hopkins School of Nursing

**Nickholas Grant**  
Yale University

**Oscar Patrón**  
Indiana University

**Camie Tomlinson**  
Virginia Commonwealth University

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**Promising Advocate Award Recipients**

**Sarah Berretta**  
Northwell Health

**Marlon Pena**  
Gamebred Youth & Families

**Madeline J. Bruce**  
Saint Louis University

**Gitika Talwar**  
Clinical-Community Psychologist

**Erin Stokes Wyatt**  
Family Crisis Support Services, Inc.

**Promising Scholar Honorable Mention Recipients:**

Heba Afaneh, Ayesha Aziz, Frances Eby, Anthony Hanna, Amanda Hunter, Lacy E. Jamison, Logan Knight, Noelle Mongene, Travis Ray, Taylor Reid, Karla Shockley McCarthy, Kathryn Showalter, Kelechi Wright.

## ResilienceCon 2021 Schedule Overview

| <b><u>Sunday, April 11th</u></b>   |   |  |   |   |  |
|--|---|--|---|---|--|
| <i>Central time</i>  | <b>Room 1/Main Stage</b>  | <b>Room 2</b>  | <b>Room 3</b>                                   | <b>Room 4</b>                                   | <b>Room 5</b>  |
| <b>12:15-12:30</b>   | <b>Opening Reflection</b><br>Susana Mariscal  |  |   |   |  |
| <b>12:30-1:30</b>  | <b>Keynote:</b><br><b>Ngaropi Raumati</b><br>Te Ara Ririki: Pathways<br>to Healing in Taranaki<br>Host: Susan Yoon  |  |   |   |  |
| <b>1:30-2:30</b>   | <b>Data Blitz</b><br>Hosts: Esther Malm<br>and Susan Yoon   |  |   |   |  |
| <b>2:30-3:30</b><br><b>Poster Sessions</b><br><b>Access all posters at:</b><br><a href="https://tinyurl.com/ava88kz7">https://tinyurl.com/ava88kz7</a> | <b>Families and Children</b><br><br>Host: Talwar  | <b>Understanding<br/>Trauma and Risk</b><br>Host: Rousseau | <b>Youth and Schools</b><br><br>Host: Mohyuddin | <b>Exploring Resilience</b><br><br>Host: Querna | <b>Prevention,<br/>Intervention, &amp;<br/>Protective Factors</b><br>Host: Schultz |
| <b>3:30-4:00</b>   | <b>Welcome</b>  |  |   |   |  |
| <b>4:00-5:00</b><br><b>Keynote</b>   | <b>Keynote: Maury<br/>Nation</b><br><b>“Becoming Woke”:</b><br>Encouraging Critical<br>Consciousness to<br>Prevent Violence &<br>Promote Change<br>Host: Forber-Pratt |  |   |   |  |
| <b>5:00-5:30</b>   | <b>Evening Reflection</b><br>James Jurgenson  |  |   |   |  |

| <b><u>Monday, April 12th</u></b>      |   |  |   |   |  |
|---------------------------------------|---|--|---|---|--|
| <i>Central time</i>                   | <b>Room 1/Main Stage</b>  | <b>Room 2</b>  | <b>Room 3</b>   | <b>Room 4</b>   | <b>Room 5<br/>Community Room</b>   |
| <b>8:30-8:45</b>                      | <b>Morning Reflection</b><br>Xiafei Wang  |  |   |   |  |
| <b>8:45-10:00<br/>Breakout A</b>      | A1.<br>Improving the Wellbeing of Providers<br><br>20x20<br><br>Host: Storer Shockley McCarthy<br>Arumugham Simmons<br>Aziz                   | A2.<br>Strengths-based Programs for Families<br><br>20x20<br><br>Host: Davis Klepper Wang<br>Moore-Monroy Tolman                             | A3.<br>Learning to Love Ourselves: Incorporating Compassion Care in Our Work<br><br>Workshop<br><br>Duran | A4.<br>Correlates of Resilience and Wellbeing<br><br>20x20<br><br>Host: Peled Laskov<br>Jamison Sabina Osipenko                                 | <b>Measuring Bystander Behavior</b><br><br><b>Interest Group</b><br><br>Hosts: Annelise Mennicke and Sarah McMahon |
| <b>10:00-10:45<br/>Extended Break</b> |   |  |   |   | <b>Pet Show</b> —show us your pets!  |
| <b>10:45-12:00<br/>Breakout B</b>     | B1.<br>Workplace Resilience<br><br>Hot Topics Panel<br><br>Host: Banyard McMahon<br>Khetarpal Sharpe<br>Segura Montagut<br>Eckstein Lancaster | B2.<br>Translating ACEs Research to Policy & Practice<br><br>Hot Topics Panel<br><br>Host: Nedegaard Gudiño<br>Hamby Hays-Grudo<br>Karatekin | B3.<br>Work and Resilience<br><br>20x20 Symposium<br><br>Host: Maguire-Jack Showalter<br>Parmenter Choi   | B4.<br>Beyond Federal Grants: Supporting Your Research with Foundation Funding<br><br>Hot Topics Panel<br><br>Host: Yuan Forber-Pratt<br>Howell | <b>Student Networking</b><br><br><b>Affiliate Group</b><br><br>Hosts: Amanda Hasselle and Nidal Kram               |

|  |  |   |   |  |   |
|--|--|---|---|--|---|
| <b>12:00-1:00</b><br><b>Midday Break</b> |  |   |   |  |   |
| <b>1:00-2:15</b><br><b>Breakout C</b>    | <p>C1.<br/>Understanding Resilience in Maltreated Children from the Practitioners' Perspectives</p> <p>20x20 Symposium</p> <p>Host: Yoon Shockley McCarthy Dillard<br/>Pei Beaujolais</p>                                | <p>C2.<br/>Reflections on a Writers' Room Evaluation: Findings and Implications from a Four-Year Study</p> <p>Perspectives Panel</p> <p>Host: Mann Gardinier Drench</p> | <p>C3.<br/>Processes and Trajectories of Posttraumatic Growth</p> <p>20x20 Symposium</p> <p>Host: Weber Segura Montagut Edwards<br/>Dear-Healey Gise Taylor</p> | <p>C4.<br/>The Present and Future of Mutual Aid in Building Resilient Homes, Communities, and Social Movements</p> <p>Hot Topics Panel</p> <p>Host: Littman Bender Dunbar<br/>Becker-Hafnor Sarantakos</p> | <p>Open space for being in community. Say hello; use this space for mindful writing (put your writing and mindfulness goals in the chat while you work); choose your own topic and share interests with fellow attendees.</p> |
| <b>2:15-2:30</b><br><b>Break</b>         |  |   |   |  |   |
| <b>2:30-3:30</b><br><b>Keynote</b>       | <p><b>Keynote: Val Kalei Kanuha</b></p> <p>Just-Us: Breaking Down the Prison-Industrial Complex Through Alternative, Transformative, &amp; Community-Based Strategies to Address Gender-Based Harm</p> <p>Host: Yuan</p> |   |   |  |   |
| <b>3:30-3:45</b><br><b>Break</b>         |  |   |   |  |   |



|                                       |  |  |   |   |   |
|---------------------------------------|--|--|---|---|---|
| <b>3:45-5:00</b><br><b>Breakout D</b> | D1.<br>New Resilience Programs<br><br>Perspectives<br><br>Host: Chitiyo Nedegaard Clark Jefferson Razzaq | D2.<br>Violence Risk and Protective Factors<br><br>20x20<br><br>Host: McCauley Hoxmeier Vasquez Reyes Gilliam Saadatmand | D3.<br>Evaluations of Community Programs<br><br>Perspectives<br><br>Host: Eckstein Richards Hasselle Hunter | D4.<br>Surviving and Reforming Social Systems<br><br>Perspectives<br><br>Host: Hollingsworth Beverly Storer Talwar Abdullah | <b>Teaching-Focused University Faculty</b><br><br><b>Affiliate Group</b><br><br>Hosts: Jonathan Davis and Esther Malm |
| <b>5:00-5:15</b>                      | <b>Evening Reflection</b><br>Rupa Khetarpal  |  |   |   |   |

| <b><u>Tuesday, April 13th</u></b>     |  |   |   |  |  |
|---------------------------------------|--|---|---|--|--|
| <i>Central time</i>                   | <b>Room 1/Main Stage</b>   | <b>Room 2</b>   | <b>Room 3</b>   | <b>Room 4</b>  | <b>Room 5<br/>Community Room</b>   |
| <b>8:30-8:45</b>                      | <b>Morning Reflection</b><br>Richard Tolman  |   |   |  |  |
| <b>8:45-10:00<br/>Breakout E</b>      | <p>E1.<br/>Challenges and opportunities to using restorative justice approaches to respond to incidence of gender-based violence and aggression in the Twin Cities</p> <p>Workshop</p> <p>Querna<br/>Baker</p> | <p>E2.<br/>Improving Community Research and Practice</p> <p>Perspectives</p> <p>Host: Edwards, M<br/>Berretta<br/>Bryant<br/>Hunter<br/>Lewis</p> | <p>E3.<br/>Rethinking and Reforming Programs</p> <p>20x20</p> <p>Host: Ray<br/>Wright<br/>Harris<br/>Lordos<br/>Kram<br/>Rose</p> | <p>E4.<br/>Aggression and Trauma</p> <p>Perspectives</p> <p>Host: Sabina<br/>Mehlhausen-Hassoen<br/>Winstok<br/>Garcia<br/>Gentile</p> | <p><b>Narratives for Professional Development</b></p> <p><b>Professional Development Group</b></p> <p>Host: Victoria Banyard</p> |
| <b>10:00-10:45<br/>Extended Break</b> |  |   |   |  |  |

|                                    |   |  |   |   |   |
|------------------------------------|---|--|---|---|---|
| <b>10:45-12:00<br/>Breakout F</b>  | <p>F1.<br/>Strengths-based Programs for Youth</p> <p>20x20</p> <p>Host: McMahon<br/>Mariscal<br/>Peled Laskov<br/>Hadinezhad</p>  | <p>F2.<br/>How Emotion Regulation Can Protect Against Aggression and Violence</p> <p>Perspectives Panel</p> <p>Host: Ray<br/>Taylor<br/>Parkhill</p>                             | <p>F3.<br/>What Does Power Sharing Actually Look Like? Key Learnings and Lingering Questions About Power Sharing Within a Participatory Action Research (PAR) Team</p> <p>Hot Topics Panel</p> <p>Host: Littman<br/>Bender<br/>Mollica<br/>Erangey<br/>Marvin<br/>Lucas</p> | <p>F4.<br/>The Emerging Science of Dose for Trauma &amp; Resilience</p> <p>Workshop</p> <p>Hamby</p>                            | <p><b>Creating a Strong CV<br/>Professional Development Group</b></p> <p>Hosts: Lacy Jamison and<br/>Hannah Gilliam</p> |
| <b>12:00-1:00<br/>Midday Break</b> |   |  |   |   |   |
| <b>1:00-2:15<br/>Breakout G</b>    | <p>G1.<br/>“There is no such thing as a natural disaster”: Creating a Restorative Community in The Midst of Historic Inequities, Covid-19 and More</p> <p>Hot Topics Panel<br/>Host: Edwards, M<br/>Papy<br/>Priester</p> | <p>G2.<br/>Building Youth Empowerment – Strengths Across Settings</p> <p>Hot Topics Panel</p> <p>Host: Banyard<br/>Duron<br/>Edwards<br/>McCauley<br/>Jefferson<br/>Mennicke</p> | <p>G3.<br/>Compassion and Self-Care</p> <p>Mixed 20x20 and Perspectives</p> <p>Host: Weber<br/>Bruce<br/>Nelson<br/>Clark</p>   | <p>G4.<br/>Strengthening Relationships</p> <p>20x20</p> <p>Host: Maguire-Jack<br/>Radliff<br/>Hallman<br/>Gowdy<br/>LeBlanc</p> | <p><b>Virtual Community-Engaged Research<br/>Interest Group</b></p> <p>Host: Nicole Yuan</p>                            |

|                                 |   |   |  |  |   |
|---------------------------------|---|---|--|--|---|
| <b>2:15-2:30<br/>Break</b>      |   |   |  |  |   |
| <b>2:30-3:30<br/>Keynote</b>    | <b>Keynote: Melissa Merrick</b><br>Preventing Child Abuse: The Next 10 Years<br><br>Host: Howell  |   |  |  |   |
| <b>3:30-3:45<br/>Break</b>      |   |   |  |  |   |
| <b>3:45-5:00<br/>Breakout H</b> | H1.<br>Pathways to Resilience:<br>Intersectional and Intergenerational Feminist Work<br><br>Hot Topics Panel<br><br>Host: Ziergiebel Rutstein-Riley | H2.<br>Understanding Resilience of Young Adults<br><br>20x20<br><br>Host: Garcia Chisholm<br>Hanebutt Warthe Geiger | H3.<br>Restorative Circles: An Introduction for Researchers and Practitioners<br><br>Workshop<br><br>Hassoun Ayoub | H4.<br>Innovations in Resilience<br><br>20x20<br><br>Host: Pei Arbon<br>McCowan Mollica Pugh | Open space for being in community.<br>Say hello; use this space for mindful writing (put your writing and mindfulness goals in the chat while you work); choose your own topic and share interests with fellow attendees. |
| <b>5:00-5:30</b>                | <b>Closing Reflection</b><br>Sherry Hamby,<br>Victoria Banyard, and<br>Nicole Yuan  |   |  |  |   |

| <b><u>Wednesday, April 14</u></b> |   |
|-----------------------------------|---|
| <b><i>Central time</i></b>        | <b>Room 1</b>   |
| <b>12:00-3:00</b>                 | <b>Post-Conference Workshop</b><br>Strengths-Based Prevention:<br>Reducing Violence & Other Public Health Problems<br><br>Victoria Banyard & Sherry Hamby |

## Room Monitor Schedule

Room monitors are there to support hosts, provide technical assistance, monitor the chat, and assist in other ways to help sessions run smoothly. We appreciate their help with offering the conference in an online format.

### **Monday Morning, April 12, 8:30am -12 noon**

Breakout Room 1: Rachel Stobbe  
Breakout Room 2: Nick Manco  
Breakout Room 3: Karina Duenas  
Breakout Room 4: Xiaodi Chen

### **Monday Afternoon, April 12, 1-5 pm**

Breakout Room 1: Hasina Mohyuddin  
Breakout Room 2: Elizabeth de Wetter  
Breakout Room 3: Alex Fox  
Breakout Room 4: Lacy Jamison

### **Tuesday Morning, April 13, 8:30am -12 noon**

Breakout Room 1: Katherine Montgomery  
Breakout Room 2: Asia Davis  
Breakout Room 3: Amanda Hasselle  
Breakout Room 4: Catey Marine

### **Tuesday Afternoon, April 13, 1-5 pm**

Breakout Room 1: Kaytryn Campbell  
Breakout Room 2: Jenna Land  
Breakout Room 3: Nidal Kram  
Breakout Room 4: Sergio Rodriguez

**Sunday, April 11**

**Opening Reflection**  
**Main Stage**  
**Sunday, 12:15-12:30 pm (Central time)**

**Susana Mariscal**

**Keynote**  
**Main Stage**  
**Sunday, 12:30-1:30 pm (Central time)**

**Te Ara Ririki: Pathways to Healing in Taranaki**

**Ngaropi Raumati**

**Data Blitz\***

Poster Data Blitz is 1:30-2:30, Sunday April 11<sup>th</sup>, Room 1

\*Full poster abstracts are in the following section

Moderated by Drs. Esther Malm & Susan Yoon

Access all posters at: <https://padlet.com/lifepaths/p6ony2dz9zrosut3>

**Heba Afenah**  
Oakland University

*Resiliency among LGBTQ+ Individuals*

**Shelby Clark**  
University of Kansas

*Develeoping Emotional, Relational, and Professional Resilience: Social Workers and Their Experiences of Compassion*

**Shelby Clark**  
Univeristy of Kansas

*Amplified: A Poetic Inquiry of Voices in Child Welfare*

**Elizabeth de Wetter**  
Sewanee: The University of the South

*"Keep Positive Things in Your Life, And You Know You'll Be Alright": Adolescents Recovering Postive Affect*

*Age and Gender Patterns in Strengths and Their Association with Trauma Symptoms*

**Anthony Hanna**  
Oakland University

*Social Support Systems as Protective Factors for Mental Health Symptoms*

**Arianne Jean-Thorn**  
Université du Québec à Montréal

*Heterogenous profiles of adaptaion in youth during COVID-19 pandemic in Quebec*

**Margaret Kennedy**  
Oakland University

*Resilience in the Context of Childhood Adversity: A  
Concept Analysis*

**Jennifer Murphy**  
Virginia Commonwealth University

*How does sexual and gender minority stress impact  
relations between human-animal interaction and  
mental health in LGBTQ+ youth?*

**Camie Tomlinson**  
Virginia Commonwealth University

*Testing the moderating role of victimization and  
microaggressions on the relationship between human-  
animal interaction and psychological resilience among  
LGBTQ+ youth*

**Marcela Weber**  
The University of Mississippi

*Why is searching for meaning in life after trauma  
sometimes helpful and sometimes not?*



## Poster Abstracts

Poster Session is 2:30-3:30, Sunday April 11<sup>th</sup>

Access all posters at: <https://padlet.com/lifepaths/p6ony2dz9zrosut3>

### POSTER BREAKOUT ROOM 1: FAMILIES AND CHILDREN

#### **Parental Trauma Exposure and the Caregiver-Child Relationship: Exploring the Role of Stress Responses**

**Melissa Beyer, The University of Memphis**

**Kathryn Howell, The University of Memphis; Hannah Gilliam, The University of Memphis; Debra Bartelli, The University of Memphis**

Parental trauma, and physiological responses to trauma, can negatively impact the parent-child relationship. The current study examined the direct and interacting effects of trauma exposure and stress reactions on caregiver's perception of the parent-child relationship. Participants included 200 caregivers (98.5% female, 89.0% biological mother, Mage = 35.65 years, 82.5% Black/African American) with trauma-exposed children. Caregivers completed measures of trauma history, parent-child relationship, and psychological stress. Hierarchical multiple regression analyses revealed significant main effects of trauma and stress on the parent-child relationship,  $F(2,197)=11.11$ ,  $p<.001$ ,  $R^2=.101$ . Specifically, more traumatic events ( $\beta=-.201$ ,  $p<.05$ ) and higher stress reactions ( $\beta=-.176$ ,  $p<.05$ ) were related to lower perceived strength of the parent-child relationship. Adding the interaction of trauma and stress reactions improved the overall model and increased the explained variance in parent-child relationship strength,  $F(1,196)=12.25$ ,  $p=.001$ ,  $R^2=.154$ . The interaction term was significant ( $\beta=-.250$ ,  $p=.001$ ) and was related to lower parent-child relationship strength. Stress increased the connection between trauma and the parent-child relationship, such that higher stress related to significantly lower parent-child relationship strength among caregivers with a history of more traumatic events. Results indicate that trauma and stress reactions can affect how caregivers perceive the parent-child dyad, which may affect caregiver and child resilience.

#### **Defining child exposure to intimate partner violence: Assessing conceptualizations of child exposure to intimate partner violence in resources for Canadian physicians**

**Rya Buckley, McMaster University**

**Melissa Kimber, McMaster University; Meredith Vanstone, McMaster University; Alice Cavanagh, McMaster University**

Child exposure to intimate partner violence (CEIPV) is increasingly recognized as a form of child maltreatment (CM). Due to associated negative health outcomes, it is important physicians are prepared to recognize and respond to CEIPV. Research suggests, however, that CEIPV is an underrecognized form of CM. The current study evaluated how CEIPV is conceptualized in family violence training resources for Canadian physicians. A pan-Canadian environmental scan inventoried open-access online resources ( $N = 285$ ), addressing family violence for physicians ( $n = 42$ ), social workers ( $n = 157$ ), or both ( $n = 86$ ). In the present study, we completed a secondary analysis of 13 resources that addressed CEIPV for physicians. Using directed content analysis, resources were inductively coded by two researchers to identify definitions of CEIPV and exposure, and examples of intimate partner violence (IPV). CEIPV is ill-defined in family violence resources for Canadian physicians. Although CEIPV is classified as a form of CM, most resources do not define CEIPV or what constitutes exposure. Few resources describe the types of IPV to which children may be exposed. Unclear definitions and a dearth of examples may contribute to the challenges physicians face in addressing CEIPV. Future resources should clearly define CEIPV and exposure.

#### **Assessing the Relationship between Parenting Styles and Different Facets of Resilience**

**Adora Choquette, University of Memphis**

**Kathryn H. Howell, PhD, University of Memphis; Rachel A. Stobbe, University of Memphis; Debra Bartelli, DrPH, University of Memphis**

A strong parent-child relationship may be central to fostering resilience among youth exposed to adversity. Given the important role of parenting style on the parent-child relationship, it is critical to examine how parenting impacts different facets of resilience. This study explored associations between parenting and individual, relational, and contextual resilience. Participants were 67 children who experienced stressful life events (44.8% female, Mage=9.27, 95.5% Black/African American). Resilience was assessed using the Child Youth Resilience Measure and parenting was assessed using the Alabama Parenting Questionnaire (APQ).

Three linear regression models were run to examine each of the three facets of resilience with APQ subscales including parental involvement, poor monitoring/supervision, inconsistent discipline, corporal punishment, and other discipline strategies. All three regressions were significant: individual resilience ( $F(6,60)=21.216$ ,  $R^2=0.680$ ,  $p<.001$ ), relational resilience ( $F(6,60)=21.076$ ,  $R^2=0.678$ ,  $p<.001$ ), and contextual resilience ( $F(6,60)=23.960$ ,  $R^2=0.706$ ,  $p<.001$ ). More parental involvement ( $b=0.165$ ,  $p<.05$ ) was associated with more relational resilience. Less inconsistent monitoring/supervision was associated with more relational resilience ( $b=-0.203$ ,  $p<.05$ ), more individual resilience ( $b=-0.173$ ,  $p<.05$ ), and more contextual resilience ( $b=-0.185$ ,  $p<.05$ ). Results highlight parental monitoring and supervision as central to resilience in youth exposed to adversity. Interventions should target this aspect of parenting to enhance positive functioning in youth.

### **Life Contexts and the Resilience of Children in the Covid-19 Pandemic**

**Mary Hollingsworth, University of West Alabama**

Developmental theories and research such as that of Urie Brofenbrenner, Lev Vygotsky, and Ann Masten indicate impact of three key contexts on resilience in children. These are the Individual, the Family, and the Extrafamilial contexts. The Coronavirus pandemic known as Covid-19 has presented global impact on children and adults alike in these three contexts. From March through October of 2020, 172 graduate students enrolled in study of human growth and development participated in a two-part action research project to (1) examine the presentation of resilience with children during the impact of the Covid-19 pandemic and (2) reflect on lessons learned for future professional application in promotion support of resilience with growth factors before such a crisis and management factors during such a crisis. Examination of resilience in children per Covid-19 included exploration of immediate and current reactions with Covid-19 impact, influence on resilience in the pandemic of both negative and positive life factors experienced before the pandemic occurred and during the pandemic experience, sources of current personal strength in light of pandemic experience, and advice from interviewees on staying resilient in such a crisis. Results were examined per factors of the three contexts of Individual, Family, and Extrafamilial.

### **An Examination of Parenting Resilience**

**Diane Kegan, Towson University**

**Cynthia M. Vejar, Lebanon Valley College**

Although previous research on parenting resilience focuses on parents of children with disabilities, the current study examines a national sample of U.S. parents to determine the reliability of a parenting resilience measure with all parents, compares resilience among parents with children with disabilities and parents with children without disabilities, and discusses gender differences in parenting resilience for both groups of parents. The Parent Resilience Elements Questionnaire may be a good tool to use with parents to better understand how they meet the demands of parenting (Suzuki, Kobayashi, Moriyama, Kaga, Hiratani, Watanbe, Yamashita, and Inagaki, 2015). Parents of children with disabilities may benefit the most from assessment of parenting resilience; and fathers, in particular, may require intervention to promote coping with this role. Expanding the PREQ to the general population of parents is encouraged if the full scale is intended for use. Separating out the subscales could be problematic because the "perceived social support" subscale does not function as well in the general population of parents who do not have children with disabilities. This discrepancy should be studied further to determine the differences in perceived social support among parents.

### **Resilience in the Context of Childhood Adversity: A Concept Analysis**

**Margaret Kennedy, Oakland University**

Adverse childhood experiences (ACEs) are traumatic events occurring in childhood that have been linked to significant long-term negative health outcomes in children and adults. ACE exposure in childhood negatively impacts brain development as well as nervous, endocrine, and immune system function. ACE-exposed youth are at higher risk for physical, behavioral, and mental health disorders and exhibit increased health risk behaviors. However not all ACE-exposed children experience negative health outcomes; some are resilient. The concept of resilience is complex, and there are multiple ways in which it can be understood (i.e., as a dynamic process or static attribute). There is a lack of consensus as to what specific factors contribute to or demonstrate resilience, and no consistent definition in the literature, making the concept difficult to operationalize and measure. A clear understanding of resilience in the context of childhood adversity can facilitate the identification of factors that lead to resilience, the promotion of resilience in children, and the development of interdisciplinary curricula for those working with and caring for children. The purpose of this poster is to present a concept analysis of the term 'resilience' in the context of childhood adversity, utilizing the Walker and Avant method.

**Substance Use among Emotionally Maltreated Youth: Exploring the Protective Role of School Connectedness**  
**Madeline Manning, Northeastern University**  
**Crosby A Modrowski, Alpert Medical School of Brown University and Rhode Island Hospital; Christie J Rizzo, Northeastern University**

Emotional maltreatment is associated with a host of negative consequences for adolescents. Yet some youth, often labeled resilient, demonstrate relative positive adjustment despite experiencing emotional maltreatment. Guided by the resilience theory (Garmezy et al., 1984; Masten, 2018), the current study examines the protective role of school connectedness in decreasing the likelihood of substance use among emotionally maltreated and non-emotionally maltreated teens (N=156 urban adolescents; 65.5% male; M Age= 15.13, SD = 1.27). Contrary to hypotheses, results demonstrated emotional maltreatment was negatively associated with lifetime substance use (Alcohol B = -6.08, S.E. = 2.36, p = .01; Marijuana B = -8.31, S.E. = 2.90, p = .004). Although school connectedness was associated with less reported substance use in teens with no history of emotional maltreatment (Alcohol B = -1.68, S.E. = .49, p = .001; Marijuana B = -2.81, S.E. = .72, p <.001), school connectedness was not associated with less substance use for emotionally maltreated teens in our sample. Findings demonstrate the importance of exploring the unique interplay of risk and protective factors in studies of adolescent risk behaviors. Results also highlight the potential role of school connectedness in the prevention of substance use for some youth.

**Associations among Parenting, Children's Social Awareness, and Social Skills in Black/African American Families Experiencing Low Income**

**Katherine Semenkovich, University of Memphis**

**Kathryn Howell, University of Memphis; Debra Bartelli, University of Memphis**

This study aimed to 1) determine if parenting is associated with children's social awareness and 2) assess the concordance between child and caregiver report of both parenting and children's social skills. School-aged children (N=67) and caregivers (N=70, 93% Black/African American) completed the Alabama Parenting Questionnaire, Child and Youth Resilience Measure, and Devereux Student Strengths Assessment (caregiver report only). Caregivers reported low SES (75% had annual income <\$20,000). After adjusting for child age, child gender, SES, and caregiver ACEs, caregiver report of parental involvement was positively associated with caregiver report of child social awareness, while caregiver report of inconsistent discipline was negatively associated with caregiver report of child social awareness (R-squared change=0.17; Involvement: beta=0.34, p=0.003, Inconsistent Discipline: beta= -0.27, p=0.02). Child and caregiver report of parental involvement were positively associated with each other (r=0.38, p<0.01); however, child and caregiver report of inconsistent discipline and social skills were not significantly associated. Child report of parental involvement was positively associated with both child and caregiver report of child social skills (child report: r=0.35, p<0.01; caregiver report: r=0.29, p<0.05). These findings underscore the importance of multiple informants and suggest that parental involvement and consistent discipline may help improve social awareness in youth.

**Predictors of Character Strengths for Children Participating in the Kids' Empowerment Program**

**Shannon Shaughnessy, University of Michigan**

**Madalyn Osbourne, University of Michigan Department of Psychology; Andrea Roberts, M.S., University of Michigan Department of Psychology; Seth Finkelstein, University of Michigan Department of Psychology; University of Michigan Department of Psychology, University of Michigan Department of Psychology**

Character strengths are related to reduced rates of psychopathology and increased psychosocial thriving, yet little research has focused on how they vary based on demographic characteristics (Park, 2004). The present study investigates the influence of age, gender, race/ethnicity, number of siblings, parental education, and parental financial status on children's character strengths using data from an evaluation of the Kids' Empowerment Program (KEP; Author reference). A total of 108 school-age children completed a shortened version of the Values in Action Character Strengths Inventory for Children (CSI-C; Shoshani & Schwartz, 2018). A Total Character Strengths (TCS) score and reliable subscales were created. In initial analyses, only higher parental financial status was associated with higher TCS, CS Justice, and CS Transcendence scores. A stepwise regression analysis of child-level demographics showed that child race/ethnicity was the strongest predictor of TCS and CS Transcendence. However, when assessing child and family-level demographics together, parental financial status was the sole predictor of higher scores in TCS, CS Transcendence, and CS Justice. Clinical implications are discussed.

## **Associations between Parental Attachment, Global Self-Worth, and Social Support in Children Exposed to Adversity**

**Hanna Sheddan, University of Memphis**

**Kathryn Howell, University of Memphis; Jaimerin Pigrum, University of Memphis; Amanda Hasselle, University of Memphis**

Social support, which is an interpersonal resource, has been shown to promote resilience and combat negative outcomes following adversity. Previous research suggests that secure parental attachment bolsters one's social support from family and friends. Global self-worth (i.e., high self-esteem) may enhance social support. The current study examines the relationship between violence exposure, global self-worth, parental attachments, and social support among children exposed to violence. Participants include 60 school-aged children (Mage= 9.06, SD= 1.54; 73% Black, 53% female) recruited from a family justice center. All participants were exposed to family violence. A linear regression was conducted to predict social support from children's gender, violence exposure frequency, maternal and paternal attachment, and global self-worth. The regression model was significant ( $F(5, 55) = 5.93, p < .001, R^2 = .35$ ) with higher maternal ( $\beta = .36, p = .02$ ) and paternal ( $\beta = .21, p = .01$ ) attachment associated with higher levels of perceived social support. Gender, violence exposure, and global self-worth were not significantly associated with social support in this sample. Results suggest that secure attachment with caregivers may promote healthy relationships and higher perceived social support from friends and extended family, which may bolster resilience in children exposed to adversity.

## **POSTER BREAKOUT ROOM 2: UNDERSTANDING TRAUMA AND RISK**

### **Interpersonal Profile of Various Types of Sexual Perpetrators**

**Angela Bush, University of North Dakota**

**RaeAnn Anderson, University of North Dakota**

**Problem:** While deficient interpersonal skills are a known risk factor for sexual violence perpetration (SP), the interpersonal profile of sexual aggressors has been largely understudied outside of forensic samples.

Literature examining interpersonal functioning in sexual offenders supports deficits in empathy, social skills, and an aggressive interpersonal style which is replicated in college samples, however; differential interpersonal difficulties have also been identified. The existing literature examined SP as a single variable, but perpetration types have evidenced differential interpersonal risk factors and therefore a more nuanced investigation is warranted. This study aimed to identify differential interpersonal difficulties as risk factors for various types of SP.

**Procedure:** Four hundred eighty-eight male undergraduate students (Mage=20.09, SD=5.60; 6.9% SP history) completed measures of demographic information, sexual violence perpetration (SES-SFP) and difficulties frequently experienced in interpersonal relationships (IIP).

**Results:** Findings suggest overall interpersonal difficulties predicted increased likelihood for all three types of SP ( $b_{\text{contact}}=.03, b_{\text{coerc}}=.04, b_{\text{rape}}=.03, ps<.05$ ). However, interpersonal difficulties evidenced differential effects on all three types of SP with increased aggressiveness being the sole predictor of coercion once all styles were in the model ( $b=.22, p<.05$ ).

**Conclusions:** Interventions for high-risk SP individuals should target interpersonal difficulties with special emphasis on aggressive interpersonal styles.

### **Age and Gender Patterns in Strengths and Their Association with Trauma Symptoms**

**Elizabeth de Wetter, Sewanee: The University of the South**

**Elizabeth Taylor, Oakland University; Sherry Hamby, Life Paths Research Center & University of the South**

The purpose of this study was to examine age and gender patterns in three strengths (community support, endurance, religious meaning making), and to explore whether the protective effects of strengths on trauma symptoms varies by age and gender. The sample was composed of 3,840 people from the southern U.S. between 2013 and 2018, with 89% of participants coming from counties with median household incomes below the national average. Regression analyses showed that the psychological strengths increased through the lifetime and trauma symptoms decreased through the lifetime. Although psychological strengths play an important role in resilience from trauma for much of the lifetime, as age increases the differences between those low in strengths and those higher in strengths decreases.

**“Keep Positive Things In Your Life, And You Know You’ll Be Alright”: Adolescents Recovering Positive Affect**  
**Elizabeth de Wetter, Sewanee: The University of the South**  
**Sherry Hamby, Life Paths Research Center & University of the South**

Objective: To examine how adolescents recovered positive emotional affect during or after challenging experiences.

Methods: 50 youth (ages 12 to 20) from rural communities in southern Appalachia participated in semi-structured qualitative interviews, where they discussed key moments of their lives. Grounded theory analysis was used to code the interview transcripts.

Results: Six areas of recovering positive affect were identified, including relational, cognitive, religion/spirituality, nature, downtime/indirect, and behavioral approaches. Cognitive/emotional approaches were mentioned the most (15 interviews), followed by relational (10), religion/spirituality (8), behavioral (4), indirect (4), and nature (3).

Conclusions: Youth used a variety of strategies to not just minimize distress but also re-attain positive emotions. This is an understudied aspect of resilience.

**Sexual Gratification As A Distal Motive And Predictor Of Sexual Violence**

**Frances Eby, University of North Dakota**

**RaeAnn Anderson; University of North Dakota**

Objective: The objective of this study is to establish the role of sexual motives as a predictor of sexual violence, considering impersonal sex as a key component in developing intervention and prevention programs. In doing so, this study will fill a gap in the literature by prioritizing sexual motives.

Method: Data from two hundred and seven male college students were analyzed. Participants completed the Sexual Experiences Survey, Revised Conflict Tactic Scales, the Illinois Rape Myth Acceptance Scale, Alcohol Expectancies Regarding Sex, Aggression, and Sexual Vulnerability Questionnaire, and the Balanced Inventory of Desirable Responding.

Results: Hypothesis 1 states that there will be a difference in the endorsement of sexual motives in college males who perpetrate compared to men who have not. T-tests were computed for each of the Sexual Motivations Scale subscales. All these T-tests were found to be significant (list motives), except the subscale indicating coping motivations. Hypothesis 2 states that endorsement of certain motives can predict sexual violence perpetration after accounting for an individual’s rape myth acceptance and alcohol expectancy levels. This will be assessed using 2 logistic regressions, one including all perpetration cases, and one including only perpetration cases that involved penetration.

**Institutional Injustice: An Under-explored Form of Trauma**

**Jenna Land, Sewanee: The University of the South**

**Sherry Hamby, Life Paths Research Center & University of the South**

Background: Little attention is paid to professional and systemic versus interpersonal injustice of individuals, but these can also be traumatic experiences with long-term adverse consequences on individuals and families.

Objective: This study aims to explore institutional, systemic and interpersonal injustices found in semi-structured interviews conducted in rural Appalachia.

Method: Interviews from a previous study were used to review for institutional and interpersonal injustices in the lives of community members living in rural Appalachia. Interviewees that were 21 and older were analyzed. Out of the original 214 interviews, 164 interviews met the required age. A grounded theory approach was used to identify themes.

Results: Reports of traumatic events were grouped broadly into interpersonal, systemic, and institutional incidents. The interpersonal group consisted of incidents of abuse and family issues. Systemic grouping included injustices related to a system, for example foster care or health care. The final group is professional injustice which consists of events that include malfeasance of health care providers, employers, or other professionals.

Discussion: The qualitative data suggest that these areas of injustice are uncommon and neglected forms of trauma. The results collected in this study would be important to consider for future research.

**Preliminary Examination of Physiological Responses to Sexual Assault**

**Sarah Mayville, Oakland University**

**Daniel J Lanni, Georgia State University ; Alicia McLeod, Oakland University; Michele R. Parkhill, Oakland University**

In light of recent concerns regarding consent in sexual situations on college campuses, this study aimed to examine college students' physiological arousal and their perceived understanding regarding consent. College students ( $N = 36$ ) were attached to physiological equipment measuring heart rate and sweat response while reading a sexual scenario in which consent was ambiguous. Participants were randomly assigned to one of four conditions: consent clarity: ambiguous/clear and sexual precedence: yes/no. Heart rate was marginally different among those in the no ambiguity/sexual precedence group from the ambiguous/sexual precedence group,  $F(3,32) = 2.745$ ,  $p = .059$ , suggesting that those in the no ambiguity/sexual precedence group felt a larger emotional response than those in the ambiguous/sexual precedence group. There were no significant differences in sweat response based on condition. Further, participants in the no ambiguity/sexual precedence group felt that the female in the story would be interested in seeking out psychological resources following her assault, more so than the ambiguous/sexual precedence group,  $F(3,32) = 2.87$ ,  $p = .052$ . These results add to the ongoing dialogue surrounding consent, and the perception and accessibility of resources for victims to find these following a traumatic event.

#### **Barriers to reporting sexual assault**

**Katelyn Mills, Oakland University**

**Elizabeth Taylor, Oakland University ; Neha Ansari, Oakland University; Michele R. Parkhill, Oakland University**

Sexual assault is one of the least-reported crimes in the United States. Past research has identified a number of reasons why women do not report experiencing sexual assault, including concerns about confidentiality, retaliation from the rapist, and the stigma surrounding sexual assault. The purpose of this study was to identify which barriers would be most likely to prevent women from reporting sexual assault. The study sample ( $N = 365$ ) included women from a large Midwestern university and the surrounding community. Participants were asked to read a scenario in which a female college student was sexually assaulted and imagine what they would do if they were in that position. Specifically, the participants were asked if they would report the crime to the police and what might prevent them from reporting it. The largest barriers, identified by a majority of participants, were stigma, shame, and a fear of not being believed. Fear of retaliation and a disbelief in successful prosecution were also notable barriers. These results indicate that sexual assault reporting may be increased by reducing the stigma around sexual assault and the survivors of it.

#### **Barriers to Healthcare Mediate the Relationship between Trauma and Health Related Quality of Life in Native Americans**

**Noelle Mongene, Oakland University**

**Tanya N. Gonzalez (First author), Oakland University William Beaumont School of Medicine; Michele R. Parkhill, Oakland University**

Previous research has found that Native Americans experience large health disparities. Access to and utilization of healthcare are also lower in Native American populations. Socio-economic status, rural location, and communication have been found to be major barriers experienced by Native Americans and they have also been found to be less satisfied and less trusting of healthcare. Further, Native Americans rate the advice of traditional healers higher than that of physicians and few communicate with their physicians about their use of traditional medicine. Participants were 83 individuals who self-identified as Native American. Participants completed an online survey assessing trauma, barriers to healthcare, and health-related quality of life (HRQOL) using validated measures. Mediation was conducted and results indicated that trauma was positively associated with healthcare barriers ( $a = .392$ ,  $p = .002$ ). Healthcare barriers were found to be negatively associated with HRQOL ( $b = -.646$ ,  $p = .000$ ). The confidence interval for the indirect effect ( $ab = -.253$ ; CI:  $-.511$  to  $-.062$ ) indicates that healthcare barriers mediate the relationship between trauma and HRQOL. The results suggest that healthcare barriers are an important issue to address to improve HRQOL. Practitioners should also communicate and consider patients' wishes concerning the use of traditional health practices.

#### **The Association between Post-traumatic Stress Symptoms and Subjective Well-being is Moderated by Culture in Native Americans**

**Noelle Mongene, Oakland University**

**Michele R. Parkhill, Oakland University**

Previous research has identified tribal identity, spirituality, ceremonies and rituals, oral tradition, and social support as important mechanisms of resilience in Native Americans. The current study further examined possible mechanisms of resilience in Native Americans. A community sample of individuals who self-identified as Native American completed an online survey assessing potentially traumatic events, symptoms of post-traumatic stress, and subjective well-being using validated measures. Demographic questions included items

assessing the degree of involvement in Native American cultural activities. Multiple regression analysis revealed that the interaction between PTSD symptoms and cultural involvement was a significant predictor of subjective well-being ( $b = .00$ ,  $t = 2.06$ ,  $p < .05$ ) with an  $R^2$  of .04. Simple slopes testing determined that when cultural involvement is low, symptoms of post-traumatic stress significantly predict poor well-being and when cultural involvement is high, symptoms of post-traumatic stress do not predict poor well-being. The findings provide support for the previous research indicating that different aspects of culture are important mechanisms of resilience in Native Americans. Results suggest that interventions to increase resilience in Native Americans who have experienced adversity should focus on culture.

#### **How does sexual and gender minority stress impact relations between human-animal interaction and mental health in LGBTQ+ youth?**

**Jennifer Murphy, Virginia Commonwealth University**

**Camie Tomlinson, Virginia Commonwealth University; Angela Matijczak, Virginia Commonwealth University;**

**Shelby E. McDonald, Virginia Commonwealth University**

Recent studies suggest that human-animal interaction (i.e., bonds with family pets) is associated with better psychological health in youth, and that the strength of this relationship is strongest among youth who have experienced adversity. The current study tests this hypothesis in a sample of 146 LGBTQ+ youth ( $M = 19.31$  years, 37.0% racial/ethnic minority, 49.3% gender minority; 98.6% sexual minority). We used multiple moderation analysis to examine if the association between comfort derived from pets and mental health symptomatology varied as a function of victimization and exposure to microaggressions. Interpersonal microaggressions moderated the effect of comfort from pets on depression and psychological distress. Our results indicate that comfort from pets is positively associated with depression symptoms and overall psychological distress when interpersonal microaggressions are high. We did not find evidence that victimization or microaggressions moderated the relationship between comfort from pets and anxiety. Victimization was not a significant moderator in models with depression or overall psychological distress as the dependent variable. Our results highlight that comfort from pets may promote psychological health; however, when LGBTQ+ youth experience high levels of interpersonal microaggressions, seeking comfort from pets may result in increased depressive and general symptomatology.

#### **The Differential Impact of Physical and Threatened Community Violence on Resilience and Depression**

**Kari Thomsen, University of Memphis**

**Kathryn H. Howell, University of Memphis; Taylor R. Napier, University of Memphis; Rachel Wamser-Nanney, University of Missouri-St. Louis**

Community violence exposure (CVE) has been consistently associated with maladaptive functioning (i.e., depression) with less research focused on resilience. Specific types of CVE may be uniquely linked to these mental health outcomes. This study examined how CVE type (i.e., physical harm and threatened harm) is related to resilience and depression in 541 emerging adults. Participants were categorized into three groups: Physical Violence Only (PV;  $N=133$ ), Both Physical and Threatened Violence (PTV;  $N=183$ ), and Neither ( $N=225$ ). Two ANCOVAs examined differences in depression and resilience scores while controlling for other violence exposures. Analyses revealed a significant main effect of group on depression ( $F(2,537)=11.123$ ,  $p<.001$ ) and resilience ( $F(2,537)=7.528$ ,  $p=.001$ ). For depression, the PTV ( $M=26.396$ ,  $SD=12.428$ ) group reported significantly higher depressive symptoms compared to those in the PV ( $M=20.450$ ,  $SD=10.936$ ;  $p<.001$ ) and the Neither ( $M=20.274$ ,  $SD=10.892$ ;  $p<.001$ ) groups; PV and Neither scores were not significantly different. For resilience, the PV ( $M=67.075$ ,  $SD=16.309$ ;  $p=.048$ ) and PTV ( $M=67.158$ ,  $SD=16.914$ ;  $p=.001$ ) groups reported significantly lower resilience compared to the Neither group ( $M=70.390$ ,  $SD=14.761$ ); PV and PTV scores did not significantly differ. Results highlight the differential impact of CVE type on depression and resilience, and underscore the value of assessing threatened CVE along with physical victimization.

#### **Testing the moderating role of victimization and microaggressions on the relationship between human-animal interaction and psychological resilience among LGBTQ+ youth**

**Camie Tomlinson, Virginia Commonwealth University**

**Shelby E. McDonald, Virginia Commonwealth University; Jennifer Murphy, Virginia Commonwealth University;**

**Angela Matijczak, Virginia Commonwealth University**

Emerging evidence suggests that human-animal interaction (HAI) is associated with higher levels of self-esteem and self-efficacy in youth. Recent theoretical work suggests that these associations may be even more pronounced among vulnerable youth who lack supportive or nurturing environments. The current study tests

this hypothesis in a sample of gender and sexual minority youth (N = 146; M = 19.31 years, 37.0% racial/ethnic minority, 49.3% gender minority, 98.6% sexual minority). We used multiple moderation analyses to examine whether, and to what extent, the association between HAI and psychological resilience (i.e., self-esteem, personal hardiness) is moderated by victimization and microaggressions. Results indicate that victimization moderates the relation between HAI and self-esteem; although HAI is not associated with self-esteem at low levels of victimization, our data suggest there is a positive relationship between HAI and self-esteem at high levels of victimization. Exposure to microaggressions was not a significant moderator in any model. Our findings provide support for the hypothesis that the benefits of HAI (i.e., family pets) on self-esteem may be more pronounced among youth who experience high levels of victimization. Implications for intervention are discussed.

### **POSTER BREAKOUT ROOM 3: YOUTH AND SCHOOLS**

#### **The Kids' Empowerment Program Reduces Adjustment Problems in School-age Children**

**Sandy Graham-Bermann, University of Michigan**

**Andrea Roberts, University of Michigan; Shannon Shaughnessy, University of Michigan; Madalyn Osbourne, University of Michigan**

The National Survey of Children's Health indicates 7.1% of children have a diagnosed behavioral/conduct disorder, with many more borderline and undiagnosed cases (Chandour et al, 2019). Treatment gaps remain as only 53.5% with behavioral/conduct problems receive treatment. The 12-session Kids' Empowerment Program (KEP, Graham-Bermann, 2018) was designed to promote well-being, reduce mental health problems, and enhance resilient coping for children in accessible community and classroom settings. The KEP group (67%) was interviewed at baseline and 12 weeks later. The Control group (33%) interviewed at baseline and 12 weeks later. 90 parents completed standardized measures and demographic questions. Boys (46%) and girls (54%) ranged in age from 6.25 to 12.4 years (M = 8.50, SD = 1.47), with most Caucasian (81.9%), fewer Black or biracial (11.1%), and Other (7%). Parents' financial status was worse than others (12.9%), average (25.9%), or better than others (61.2%). There were no significant differences between groups on outcome variables at baseline. Change due to the KEP was greatest for children high in depression and anxiety, relative Controls whose adjustment problems hardly changed over time. These preliminary findings suggest that accessible and affordable evidence-based programs can make a difference early in the lives of children.

#### **Examining Resilience through a Youth Participatory Action Research Approach**

**Nickholas Grant, University of Illinois at Urbana Champaign**

**Helen Neville, University of Illinois at Urbana Champaign**

Gun violence is a public health issue that affects thousands of individuals, particularly, African American youth. Nevertheless, despite being surrounded by violence, there are African American youth who can sustain their well-being and adapt, formally known as demonstrating resilience. Most published studies in this area, however, lack a contextual, youth focused lens, which limits our understanding of youth's perspective and environmental influences on resilience in violent contexts. As such, over the course of two years, we created and cultivated #Powerup, a youth participatory action research project designed to empower youth through research and action. In partnership with university researchers (mostly students), eight African American youth from an afterschool program are implementing photovoice. This methodology was selected to identify current and desired resources in communities that serve as and could potentially be a source of resilience to gun violence. Findings will highlight African American youth perceptions of resilience as a potential avenue for promoting resilience using a participatory action approach.

#### **Employing Student Expectations and Perceptions as Key Insight: The Case for Co-designing Healthy Relationships Programming**

**Rachel Hanebutt, Vanderbilt University**

**Kavitah Shah, Emerson College; Christina Bartson, Emerson College; Ashley Cunningham, Emerson College**

Student newspapers, Title IX reports, and countless stories via the #MeToo movement have attempted to communicate the harm and prevalence of sexual assault on college campuses. Campus prevention programs often rely on "evidence-based," practices that have been created by non-students with a focus on scaling interventions rather than customizing with students and context in mind. Student expectations about their specific campus's sexual climate—regarding sexual relationships, mental health, and sexuality-related norms—are seldom studied. However, these student expectations, including those that might not align with those of



their peers, about their campus' sexual climate hold the key for creating campus-specific and practice-informed healthy relationship programming. In the process of co-designing a program facilitation tool for a small, northeastern university, this effort was able to source important insights and solutions regarding context-specific sexual climate (i.e. sexual assault prevention, mental health, and LGBTQIA-friendly policies) directly from students. This poster will highlight the participatory methods utilized, types of insights sourced via student design advice, five key findings from this pilot, and will make a case for involving all students—and not just student leaders—in program design and decision-making.

#### **Heterogenous profiles of adaptation in youth during COVID-19 pandemic in Quebec**

**Arianne Jean-Thorn, Université du Québec à Montréal**

**Amélie Tremblay-Perreault, Université du Québec à Montréal; Hélène Demers, Université du Québec à Montréal; Martine Hébert, Université du Québec à Montréal**

This study aimed to identify the psychological profiles of youth in the first wave of COVID-19 in Quebec, and to explore the risk factors and assets associated with each profile.

A sample of 4936 adolescents and young adults (aged 14 to 25) was recruited on social media during the Spring 2020 lockdown. They completed measures of psychological distress, risk factors, concerns and fear of COVID and post-traumatic stress disorder (PTSD) and a series of assets.

Results of the latent class analysis identified four patterns of adjustment. The Resilient class (36.6% of the sample) showed positive adaptation. Youth in the High distress class (29.5%) reported clinical distress, low levels of psychological symptoms and a lack of well-being. The Moderate symptoms class (17.55%) showed moderate levels of distress and symptoms related to COVID, with half of the group still showing significant well-being. The traumatized class (16.35%) reported the lowest level of adjustment. Correlates indicate that the resilient group reported the highest scores for resilience and the lowest scores for alexithymia and emotional dysregulation.

These findings underscore the diversity of adaptation in adolescents and young adults. Fortunately, even though the impact of the pandemic is mostly negative, some youth are able to thrive.

#### **School Administrator Stress Management - Preventing Burnout**

**Halee Porter, Houston Baptist University**

Secondary school administrators are prone to experience stressors that stem from role conflict, accountability standards, student and parental relationships, staff development, and managerial issues. Through the research foundations of Gmelch (Administrator Stress Cycle), Allison (Coping Preference Scale) and Maslach's Burnout Inventory, assumptions were made that administrators are potentially at risk of burnout, which could have a negative effect on the administrator's well-being.

Results of the study indicated that Administrative Constraints which pertained to state and federal compliance was considered the most frequented stressor. Responses to the open-ended response question of the Administrative Stress Index revealed that administrators felt that handling school personnel concerns was their greatest work-related stressor. The Coping Preference Scale Factor that referred to Setting Realistic Perspective was the most used coping strategy amongst study participants. Upon running an Independent samples t-test model for stress perceptions, results indicated that there was no significant difference between male and female perceptions of stress. A One-way ANOVA model was used to measure means between age groups to indicate if stress was perceived more in one age group more than another. An analysis of the results showed that age had a significant impact on the perceptions of stress.

#### **Mitigating the effects of ACEs and Building Resiliency Through Social Health Education in Middle Schools**

**Elizabeth Ramsey, Tennessee Tech University**

Social Health Education falls under the umbrella of Family and Consumer Science Education and covers the foundational components of healthy life styles, life span development, healthy relationships and communications, career exploration, resource management, and appropriate technology use. Considering that at least 64% of the population has experienced at least one Adverse Childhood Experience (ACE) (Robert Wood Johnson Foundation, 2013), it is becoming increasingly important that school-aged children have access to social health education at the middle school level to help mitigate the effects of ACEs. Nine States currently require Social Health Education in Middle schools, where 20 states have Social Health state standards (Today Show, 2019). Although Tennessee has Social Health standards, Social Health is scarcely implemented across the counties of Tennessee. Some of the topics Social Health addresses are methods of coping with family life and relationships, anger control strategies, conflict resolution, types of abuse, and healthy and unhealthy relationships. The topics covered in Social Health can build resiliency and help mitigate the effects of ACEs.

### **Hope, Self-perception, and Emotion Regulation: An Examination of Gender Differences Among School-aged Children**

**Kaytryn Robinson, University of Memphis**

**Hannah C. Gilliam, University of Memphis; Amy E. Harrison, University of Memphis; Asiauna J. Woolfork, University of Memphis; University of Memphis, University of Memphis**

Hope has been identified as a key construct that can promote resilience for school-aged children exposed to adversity. Internal factors, such as self-perception and emotion regulation, have been linked to children's hope, but little is known about potential gender differences in factors associated with hope. Utilizing linear regression analyses, the current study evaluated how factors differentially relate to hope among male and female school-aged children faced with adversity. Participant age, self-perceived social and behavioral competence, and expressive and cognitive reappraisal emotion regulation strategies were included in each regression. The linear regression for boys ( $N=55$ ) was significant  $F(5, 50)=4.86$ ,  $p<.01$ ,  $R^2=.33$ , with older age ( $\beta=.29$ ,  $p=.02$ ), more perceived social competence ( $\beta=.27$ ,  $p=.04$ ), and more perceived behavioral competence ( $\beta=.29$ ,  $p=.03$ ) associated with higher levels of hope. The linear regression for girls ( $N=56$ ) was also significant  $F(5, 51)=4.99$ ,  $p<.01$ ,  $R^2=.33$ , with more perceived social competence ( $\beta=.26$ ,  $p=.04$ ) and the use of more cognitive reappraisal strategies ( $\beta=.34$ ,  $p<.01$ ) related to higher levels of hope. Results suggest different aspects of self-perception and emotion regulation may uniquely relate to the development of hope for male and female children. Findings highlight the importance of gender-based research and intervention in order to promote hope and foster resilience.

### **School Victimization and Commitment: Why Extracurriculars Matter**

**Briana Scott, University of Michigan**

**Justin Heinze, Lead Investigator ; Marc Zimmerman, Co-Investigator ; Christopher Melde, Principal Investigator**

Guided by resilience theory, we examine the relationship between school violence victimization and school commitment, and measure how involvement in extracurricular activities may compensate for or modify this relationship. We hypothesized that extracurricular involvement would support the compensatory and protective factor models of resilience for youth exposed to school violence victimization. The sample was 760 5th-grade students (48.8% females, 60% non-white) from public middle schools in the Midwest in the U.S. We found extracurricular activities to have a compensatory effect for students who reported having experienced school-based violence victimization, but did not find support for the protective model. Thus, involvement in extracurricular activities helped students to develop a healthy commitment to school despite violent victimization in school, but this did not reduce (or moderate) the negative effects of victimization. We conclude that while extracurricular involvement is important for school commitment, further research is needed to identify other factors that may help protect students from exposure to school violence victimization.

### **When the Students do Better, Teachers Feel Better? A Mixed-Methods Study of a Student and Teacher Intentional Placement Intervention**

**Karla Shockley McCarthy, The Ohio State University**

Teacher and student mental health indicators are concerning. Teachers report high daily levels of stress, and 20% of students have an identified mental health or learning disorder. School performance pressures have been provided as a primary reason for declining teacher and student wellbeing. A high performing school district implemented a unique student academic clustering placement model that includes intentional teacher assignment as an intervention to resolve academic growth inequities, improve teacher effectiveness levels, and reduce academic pressure. The intervention resulted in increased student growth and all teachers achieving effectiveness ratings for the first time. Semi-structured interviews were conducted with a teacher representative from each of the two grades to provide contextualization. Thematic analysis revealed three themes that teachers: (1) do not feel they have control over their success and attribute it to the characteristics of their students; (2) value student wellbeing over academic achievement; (3) feel underappreciated and desire specific affirmation from school administration; and, (4) do not gain efficacy from student success. Implications from a self-determination theoretical approach are discussed.

### **Covid-19 and Children: An Investigation of Impact and Resilience**

**Kaylea Walsh, Ontario Institute for Studies in Education (University of Toronto)**

**Richard Volpe, Ontario Institute for Studies in Education; Nivatha Moothathamby, Ontario Institute for Studies in Education; Michael Stead, Ontario Institute for Studies in Education; Ontario Institute for Studies in**

**Education, Ontario Institute for Studies in Education; Ben Stuart, Ontario Institute for Studies in Education; Lifei Qian, Ontario Institute for Studies in Education**

Studies show that while children diagnosed with the Covid-19 virus seem to present mild or no symptoms at all, this population is being affected psychologically. This literature review uses a narrative approach to identify how children are impacted by Covid-19, the populations of children who are most vulnerable throughout the Covid-19 pandemic, child fears relating to Covid-19, and the resiliency these populations have demonstrated throughout this pandemic. A brief history and explanation of the methodological issues relating to child fears and Covid-19 are also discussed. Preliminary findings suggest that both typical and special populations of children with more internal and external resources have experienced less adversity, due to their acquisition of coping strategies, and have shown resilience throughout the pandemic. To our knowledge, no studies to date have examined children's fears associated with Covid-19. Practical applications for this study include utilizing this research both at home and in the classroom to help children foster better coping strategies. Future research should investigate the aftermath of lockdown periods during Covid-19, children's fears as they relate to Covid-19, and the protective factors developed in various age groups.

**POSTER BREAKOUT ROOM 4: EXPLORING RESILIENCE**

**Resiliency among LGBTQ+ Individuals**

**Heba Afaneh, Oakland University**

**Elizabeth Taylor, Oakland University; Sarah Mayville, Oakland University; Michele Parkhill, Oakland University**

The Sexual Minority Stress Model posits that LGBTQ+ individuals often experience more psychological stress than their heterosexual counterparts due to heterocentric stressors involved with remaining closeted for fear of homophobic reactions. Sexual minorities who have a social support system that accepts them may exhibit lower trauma and minority stress.

Method: Initial analyses of university and community participants (N=24) completed an online questionnaire containing measures of sexual minority stress, trauma symptoms, and resilient strengths (purpose and self-reliance).

Results: Correlations revealed that lower trauma symptoms were associated with higher perceived social support from family ( $r=-.48, p=.01$ ). Moreover, sexual minority stress was negatively associated with perceived social support from fathers ( $r=-.50, p=.01$ ). Purpose was positively associated with perceived social support from friends ( $r=.53, p=.01$ ) and self-reliance was negatively associated with sexual minority identity stress ( $r=-.49, p=.01$ ).

Conclusions: LGBTQ+ individuals in the sample reported a high perception of social support from their friends and family were associated with lower trauma symptoms as well as resilient strengths. The limitations include the size of the sample (N=24) as only correlations can be run. A recommendation for future research is replication using a larger sample size.

**The Importance Of Bouncing Back After Trauma: But, Where Does Resilience Come From?**

**Rufaro Chitiyo, Tennessee Technological University**

As we journey through life, we will inevitably experience stressful situations and/or life-changing events (trauma). Some individuals will adjust well over time and others will struggle to fully recover from such experiences. What is it that enables some to do well when life becomes 'unbearable' or burdensome, while others spiral downhill with no hope in sight? The answer lies in resilience, which one scholar defines as "the ability to cope with whatever life throws at you" (Fontane, 2019). This poster presentation is based on a literature review/synthesis of the following: why it is generally important to be resilient, the extent to which genetic factors play a role in determining how people respond to trauma, and whether resilience can be taught.

**Developing Emotional, Relational, and Professional Resilience: Social Workers and Their Experiences of Compassion**

**Shelby Clark, University of Kansas**

Social workers are exposed to vast experiences of human suffering. It is this exposure to suffering and a desire to alleviate it that often drives their passion for the work. Some argue it also makes them uniquely at risk for burnout. How do some social workers find fulfillment in their careers and others become depleted? This poster presentation will present findings from a qualitative study that explores how the use of compassion and self-compassion facilitated resilience and buffered against burnout in study participants. Data were collected using semi-structured interviews with 12 social workers in the Midwest. A thematic analysis was conducted. Findings

from three thematic networks, Emotional Resilience, Relational Resilience and Professional Resilience, will be presented. Additionally, participant stories of overcoming burnout and personal suffering through compassion and self-compassion practices will be shared. Using poetic inquiry methods, a found poem about the meaning of compassion to social workers was created by synthesizing statements made by study participants. This found poem will be included in the poster display. The findings from this study provide key insights into how care and compassion for self and others may develop strength, resilience and professional longevity in social work professionals.

#### **Amplified: A Poetic Inquiry of Voices in Child Welfare**

**Shelby Clark, University of Kansas**

**Sarah McCall, University of Kansas; Becci Akin, University of Kansas; Mariana Gomez, University of Kansas; University of Kansas, University of Kansas**

Research has consistently shown youth in foster care experience poor well-being outcomes, such as increased placement instability (Konijn et al., 2019), decreased odds of permanency (Author, 2011) and long-term risks associated with aging-out of the foster care system (Fowler et al., 2017; Samuels and Price, 2008). However, few studies examining the outcomes of youth in foster care have centered their voices and the voices of the professionals working with them day-to-day. Further, information highlighting the strength and resilience of youth with foster care experience is limited.

As a part of an arts-based, participatory action research study, co-constructed, relational poems were developed by youth with foster care experience, parents, child welfare professionals, and researchers. This presentation will share findings from a thematic analysis conducted using these poems as qualitative data. Additionally, results from a brief survey with participants will present their perspectives on this process. Themes related to the resilience and strength of youth and supports needed to encourage their well-being will be shared. Findings from poems written by youth with foster care experience will be compared and contrasted to findings from poems written by professionals within the child welfare system. Finally, participants' recommendations on the research process will be considered.

#### **Do Beliefs on Resilience Predict Post-traumatic Growth?**

**Rosaura Gonzalez-Mendez, Universidad de La Laguna**

Cultural factors are thought to contribute differently to people's resilience, but few studies have paid attention to beliefs about this process. Objective: This study aimed to develop a scale for assessing beliefs about resilience and to test its predictive ability. Method: We conducted an exploratory (N = 146) and a confirmatory study (N = 299) with Spanish college students. We also used measures of post-traumatic growth (PTG), adversity, and strengths (endurance, purpose, self-reliance, future orientation, and recovering positive affect). Results: Exploratory and confirmatory factor analyses supported a two-factor structure,  $\chi^2(62) = 85.84$ ,  $p = .02$ ; RMSEA = .04; CFI = .96; SRMR = .05. Beliefs about Resilience ( $\alpha = .70$ ) and about Determinism ( $\alpha = .72$ ). After a first binary logistic regression, the model allowed for the correct classification of 81.2% of PTG (82.5% of the true low and 79.5% of the true high in thriving). When beliefs were added to the model, purpose remained significant (OR = 7.27,  $p < .001$ ), but beliefs about resilience (OR = 3.05,  $p < .01$ ) replaced endurance (86.1%; 89.5% of the true low and 81.8% of the true high). Conclusions: Identifying beliefs that hinder or facilitate resilience opens new avenues for research and intervention.

#### **A Review Of Resilience In Survivors Of Trafficking**

**Logan Knight, College of Social Work, Ohio State University**

**Yitong Xin, College of Social Work, Ohio State University**

Resilience is critical among survivors of trafficking as they are mostly vulnerable populations who face multiple adversities before, during and after trafficking. However, resilience in survivors of trafficking is understudied. This scoping review aims to clarify the current state of knowledge, focusing on definitions of resilience, how resilience has been studied, and factors associated with resilience among survivors. Five databases were searched using key words related to trafficking and resilience. Studies were included if they were published in English between 2000-2019 and focused on resilience with the study design including at least one of these four features: (a) use of standardized measures of resilience, (b) qualitative descriptions of resilience, (c) participants were survivors or professionals serving survivors and (d) data sources such as case files or program manuals directly pertained to survivors. Eighteen studies were identified. Findings indicated that resilience was primarily described as emergent from interactions between the survivor and the environment. Resilience in trafficking appeared largely similar to resilience in other kinds of victimization. Nonetheless, trafficking survivors also may display resilience in alternative ways such as refusing treatment. Positive

interpersonal relationships were the most commonly mentioned resilience factor. In addition, current research lacks studies featuring longitudinal designs, interventions, participatory methods, types of trafficking other than sexual trafficking and demographic characteristics such as age, gender and national origin. Future research needs to establish definitions and measures of resilience that are culturally and contextually relevant to survivors and build knowledge necessary for designing and evaluating resilience-enhancing interventions.

#### **“That was the happiest time of my life”: Understanding Eco-Connections in Appalachian Communities**

**Katherine Montgomery, The University of the South**

**Lynnaya Hamby, Hendrix College; Sherry Hamby, Life Paths Research Center & University of the South**

**Objective:** To further the psychological study of place and understand how eco-connections, the quality and strength of our relations to nature, can influence an individual's wellbeing and impact their experience of community. **Methods:** 145 participants from rural communities in southern Appalachia (71.7% female), ages 21 to 69 years ( $M=36.23$  years;  $SD=12.08$  years) participated in semi-structured qualitative interviews. The sample identified as 75.5% White/European American, 12.6% Black/African American, 4.9% multiracial, 3.5% Asian, 2.1% Latino/a, and 1.4% Pacific Islander. Participants described different behaviors and their early childhood. Interviews were coded for mentions of place, nature, or geography using grounded theory analysis. **Results:** Mentions about place-related memories or interactions were coded into four themes: Formative/educational experiences with nature, stories of interactions with nature that affected their life long term; nature nostalgia, stories of environmental bonding; rhythms of nature, examples of working in nature; eco-connections, recreational activities in nature. **Conclusions:** The results of this study show the importance of natural environment to people's experience of community, at least for this population from rural areas in southeastern Tennessee. Too many existing definitions of community omit the physicality of community spaces. Greater attention to this is a promising avenue to more effective collective action on climate.

#### **Giving Pause to Sites and Signs of Resilience**

**Ashley Prowell, The University of Alabama**

The resilience literature often takes a stance centered around more dominant, Eurocentric ideals of success. Thus, there remains space and possibility for more context-specific and culturally responsive ways of conceptualizing resilience and in turn, performing it. Using a narrative design, this study examines the retrospective stories of 3 African American adults from low-income family backgrounds and their unique experiences with risk and resilience over time.

Working to acknowledge marginalized sites and signs of resilience, this study re-conceptualizes specific aspects of resilience processes and in turn, has implications for more responsive methods to teaching, studying, and promoting resilience.

#### **Exploring the Centering of Culture in the Concept of Resilience: A Culturally Responsive Content Analysis of Resilience Literature in Social Work**

**Ashley Prowell, The University of Alabama**

The most recent wave of understanding resilience emphasizes an exploration of how the community, environment, and greater society may play a role in the understanding and conceptualizing of resilience. However, our conceptualizations of the concept continue to be largely understood from a homogeneous perspective. Much of social work and its efforts are targeted towards the marginalized, vulnerable, and disadvantaged. Thus, it is fitting that a culturally- and contextually-driven stance on the concept of resilience would aid social workers and their practices in being more open and inclusive of the experiences of those they aim to serve. As the concept of resilience is ubiquitous within the field of social work and its practices, it is important to understand how culturally responsive the profession is in their discourse on resilience. The current study draws upon Culturally Responsive Evaluation framework and a positioning of post-structuralism to complete a content analysis, answering the question of how culturally responsive the resilience literature is within the field of social work.

#### **Resiliency After Sexual Violence: A Scoping Literature Review**

**Taylor Reid, Michigan State University**

**Heather L. McCauley, Michigan State University**

While studies of sexual violence have used a strengths-based lens, the literature is hindered by inconsistencies in the operationalization of resilience. We conducted a scoping review to systematically synthesize peer-reviewed research on resilience in the context of sexual violence (SV). A comprehensive search of Web of Science, PubMed, and Psych Info was conducted. Inclusion criteria (SV after age 14; studies conducted in

North America) yielded 590 studies for abstract review, 52 studies for full text review, and 25 total studies retained for synthesis. There was no uniform definition of resilience; studies conceptualized resilience as adapting to or bouncing back from trauma OR as a coping skill, with studies conflicting regarding whether this was a trait or a state of being influenced by context. In quantitative studies, the Conner-Davidson Resilience Scale was the most common measurement instrument, though this was not universal. Despite differences in measurement, resilience was consistently found among SV survivors. However, the search did not yield any rigorously studied interventions to promote resilience after sexual assault. In our presentation, we will argue that strengthening how we operationalize resilience in sexual violence research will be necessary to understand potential mechanisms of resilience and identify targets of intervention for survivors.

### **Expanding the Scope of Resilience Research With Socioeconomically Disadvantaged Men: Considering the Sociocultural Context**

**Susan Yoon, Ohio State university**

**Katelyn Blair, JBS International; Laura Voith, Case Western Reserve University; Lixia Zhang, University of Northern Iowa**

Resilience is a dynamic and alterable process. However, few studies have examined resilience across the life span, especially with socioeconomically disadvantaged men and men who have perpetrated intimate partner violence (IPV). This gap limits the field's knowledge of factors that facilitate resilience and overall well-being with these high-risk groups, limiting translational and implementation science of resilience interventions. This study aimed to qualitatively examine the resilience of socioeconomically disadvantaged men with histories of IPV perpetration and to identify protective factors across multiple ecological levels that influence resilience. Five focus groups were completed with 32 men who were recruited from two Batterer intervention Program in Milwaukee, Wisconsin. Focus groups consisted of four to eight men, lasting approximately 1.5 hours. A coding team of three researchers conducted thematic analysis.

Four themes are presented: (a) mainstream protective factors (i.e., prosocial activities, supportive adults, community investment), (b) context-specific protective factors (i.e., growing up early, criminal justice involvement, gang involvement), (c) demonstration of mainstream resilience, and (d) demonstration of context-specific resilience.

Findings point to targeted changes at the structural and environmental levels to affect meaningful change in the lives of socioeconomically disadvantaged men. This study adds to the limited body of resilience research with marginalized men.

## **POSTER BREAKOUT ROOM 5: PREVENTION, INTERVENTION, & PROTECTIVE FACTORS**

### **The Relationship between Emotion Regulation and Engagement Coping Strategies among Emerging Adults Candice Crossnine, University of Memphis**

**Kathryn H. Howell, University of Memphis; Rachel A. Wamser-Nanney, University of Missouri-St. Louis**

Individual differences in one's emotion regulation abilities may impact the coping strategies they use following exposure to adversities. Engagement coping strategies, as opposed to disengagement coping strategies, have been associated with improved outcomes among emerging adults exposed to trauma. Specific engagement coping strategies include emotion focused engagement and problem focused engagement. Research has not thoroughly examined the association between emotion regulation abilities and engagement coping strategies. The current study aims to add to this literature by assessing this relation among 569 emerging adults (Mage=20.26; SD=4.11; 60.8% White) recruited from universities in the Midsouth and Midwest United States. Linear regression modelling was utilized to predict engagement coping strategies from demographic variables, anger reactions, emotion regulation abilities, and physical trauma exposure. The model was significant ( $F(7, 545)=5.87$ ;  $p<.001$ );  $R^2=.07$ . Emotion regulation ( $\beta =-.22$ ,  $p<.001$ ) was significantly related to engagement coping strategies. Specifically, increased levels of emotion regulation were associated with reduced engagement coping strategies, while demographics, anger reactions and physical trauma were not significantly related to engagement coping. Results suggest that interventions should incorporate techniques to improve emotional regulation and encourage emotion focused and problem focused engagement building in order to enhance engagement coping strategies that can continue into adulthood.

### **Protective Factors that Predict Resilience in Volunteers**

**Matilde Diaz, Universidad de La Laguna**

**Rosaura Gonzalez-Mendez, Universidad de La Laguna; Julia Correderas, Universidad de La Laguna; Yanira Jerez, Universidad de La Laguna**

Volunteers play an essential role in the work of agencies and nonprofit organizations, hence the interest in understanding the factors that make the management of volunteering possible. Although volunteers may be exposed to the negative consequences of dealing with human trauma, this may also be an opportunity for growth. Objective: This study was aimed at analyzing how different protective factors can predict resilience (subjective well-being and post-traumatic growth) in volunteers. Method: Participants were 116 Red Cross volunteers (77.6% women) who completed different measures (some strengths, compassion and satisfaction fatigue, and orientations to happiness) as well as two indicators of resilience: subjective well-being and post-traumatic growth (PTG). Results: Separate ANOVAs comparing the participants classified as low, medium, and high in each outcome showed significant differences in all measures, except compassion fatigue. A first stepwise multiple linear regression revealed that endurance, organization support, and eudaimonia accounted for 43% of variance of PTG. Moreover, endurance, organization support, purpose, and hedonia accounted for 56% of variance of subjective well-being. Age and time in the organization were not predictive in any case. Conclusions: The findings provide clues for improving resilience in volunteers, with endurance being the stronger predictor of both outcomes.

### **Re-Thinking Sense of Community: The Importance of the Physical Features of Neighborhoods**

**Lynnaya Hamby, Hendrix College**

**Katherine Montgomery, University of the South; Sherry Hamby, Life Paths Research Center & University of the South**

Objective: To further study the psychological impact of place, particularly regarding how physical and ecological features of a location affect a shared culture or sense of community.

Method: 157 participants from predominantly rural communities in southern Appalachia (69% female), ages 21 to 69 years ( $M=36.23$  years;  $SD=12.06$  years) participated in semi-structured qualitative interviews. The sample identified as 74.3% White/European American, 14.2% Black/African American, 4.8% Asian or Pacific Islander, 2.0% Latino (any race), and 4.7% multiracial. Through semi-structured qualitative interviews, participants described high, low, and turning points, positive and not-so-positive behaviors. They were also asked to describe the context of their early childhood. Grounded theory analysis was used to code participants' discussions of place-related aspects of community and relationships with neighbors.

Results: When describing places they have lived, participants frequently discussed them in terms of the people who lived alongside them and how the houses (and families in them) were physically arranged. Many discussions of community depended on the physical features of the area. Mentions of these connections between geographical features and interpersonal relationships were divided into three categories: Impact of Physical Proximity on Social Networks, Geographical Influences on Community, and Attachment to Place as an Element of Identity.

Discussion: The physicality of relationships needs more study. Participants discussed the impact of the places they have lived, specifically regarding the geographic features, and the effects of the people who shared those places with them. We hope that furthering the understanding of the geographic embeddedness of social relationships will be useful in bringing social justice to rural areas.

### **Social Support Systems as Protective Factors for Mental Health Symptoms**

**Anthony Hanna, Oakland University**

**Mary Eberly Lewis, Oakland University**

**Introduction**

Resilience to stress, anxiety, and depression may depend on an individual's perceived social support from family, friends, and romantic partners. Understanding how each support system is related to mental health may give insight into building resilience.

**Method**

Data was collected from 912 college students (662 female), over the age of 18 ( $M=21.38$ ,  $SD=4.32$ ) who completed a survey assessing perceived social support and frequencies of symptoms related to stress, anxiety, and depression.

**Results**

Linear regression analyses were performed to assess how each social support system may predict stress, anxiety, and depression. Higher social support from family ( $\beta=-.17$ ,  $p<.001$ ) and friends ( $\beta=-.10$ ,  $p=.003$ )

predicted less stress, while relationships with romantic partners predicted increased stress ( $\beta=.09$ ,  $p=.002$ ). Increased support from family ( $\beta=-.15$ ,  $p<.001$ ) and friends ( $\beta=-.08$ ,  $p=.016$ ) predicted less anxiety. Increased support from family ( $\beta=-.24$ ,  $p<.001$ ) and friends ( $\beta=-.12$ ,  $p<.001$ ) predicted less depression.

#### Conclusion

Findings suggest perceived support of family and friends may be key for resilient mental health. However, romantic partners may be a source of increased stress. Romantic partners, or lack thereof, may be counterintuitive in terms of mental health. Efforts should be focused on a more nuanced breakdown of the different types of social support leading to resilience.

### **Readiness to Help: Sexual Violence Prevention among Gender & Sexual Minoritized Individuals**

**Jill Hoxmeier, Central Washington University**

The Transtheoretical Model of Change posits that individuals' adoption of new protective behaviors reflects greater readiness to change. Scholars have adapted this model to understand students' readiness to help (RTH) prevent sexual violence; evidence shows that women, compared to men, may be more ready to help prevent violence. Less is known about whether RTH differs based on gender and sexual minoritized identities, for whom research shows increases vulnerability to victimization. As scholars respond to calls for more inclusive research, small sample sizes often prohibit examination of the intersection of gender and sexuality, such that when comparisons cannot be made between lesbian women, gay men, bisexual men and women, and transmen and women, and their cis, straight gender counterparts, investigators may group GSM individuals into a singular group. Using 2018 data from incoming university students ( $N=474,395$ ), this study seeks to examine RTH, across individuals of diverse gender and sexual identities. ANOVAs will be used to examine differences in mean RTH scores. Significant findings would suggest that grouping GSM individuals together across gender and sexual identities potentially masks meaningful differences within this group, while non-significant findings would support such grouping is acceptable when researchers work with small samples of GSM individuals.

### **A Review of Interventions That Promote Meaning in Life**

**Nick Manco, Sewanee, The University of the South**

**Sherry Hamby, Life Paths Research Center & University of the South**

Objective: Increasing meaning in life (MiL) among people experiencing disease or adversity may improve coping and resilience. The purpose of this review is to characterize the effects of MiL interventions.

Data Source: A systematic search of PubMed, PsycInfo, and Google Scholar was conducted encompassing the following parameters: meaning in life, purpose in life, or sense of purpose with randomized controlled trials.

Study Inclusion & Exclusion Criteria: Randomized controlled trials (RCTs) of interventions with at least one outcome that measured improvement in MiL and were published in English between January 2000 and January 2020.

Data Extraction & Synthesis: 33 randomized controlled trials ( $k=35$ ) were identified for this review. Data were coded by the authors and a research assistant for intervention type, control group type, and risk of bias.

Review Manager 5.3 was used in analyses.

Results: The effect size for studies with a waitlist or other passive control group was  $SMD=0.85$  (95% CI 0.54 to 1.17) and for studies with an active control group was  $SMD=.032$  (95% CI 0.09 to 0.55). Mindfulness programs produced the largest effect size (1.57) compared to passive controls, while narrative programs produced the largest effect relative to active controls (0.61). There was considerable heterogeneity in most estimates.

Conclusion: Several interventions increase MiL, including some that are relatively brief and do not require licensed professionals.

### **Resilience Portfolio: Protective Factors for Sexually Diverse Youth**

**Edith Paré-Roy, Université du Québec à Montréal (UQAM)**

**Kevin Smith, Université du Québec à Montréal; Martine Hébert, Université du Québec à Montréal**

In Canada, LGBT youth are 3 times more likely to experience physical or sexual victimization compared to heterosexual youth (Jaffray, 2020). Yet, the outcomes associated with victimization are quite heterogeneous, and some youth appear to fare better despite this adversity. This study aimed to explore the protective factors associated with wellbeing for sexually diverse youth who have experienced interpersonal violence. Findings could offer cues to improve interventions for this marginalized group. An online survey was conducted, and 4122 adolescents and young adults aged 14 to 25 years old, including 836 non-heterosexual individuals, completed measures of victimization and indicators derived from the Resilience Portfolio Model (Hamby et al.,



2018). This study will draw a comparison between the strengths and protective factors of heterosexual and non-heterosexual youth, using MANOVAs and ANOVA. Linear regressions will be conducted to identify the protective factors associated with wellbeing for sexual diversity respondents.

### **The Role of Religion in Facilitating Recovery from Rape among Bisexual Individuals**

**Danielle Piggott, University of North Dakota**

**RaeAnn Anderson, University of North Dakota; Corey Flanders, Mount Holyoke College**

Religiosity can serve as an important support in coping and recovery following traumatic experiences such as rape. Sexual and gender minority individuals are more likely to experience rape compared to their heterosexual and cisgender counterparts; yet few studies have examined the relationship between religiosity and recovery in this population even though 40% of LGBT individuals identify as religious. We examined the relationship between religious affiliation and important recovery and social support elements in a sample of bisexual young adults ( $n = 245$ ). Bisexual people are a uniquely vulnerable population to both negative religious messages and experiences of sexual victimization. The majority of the sample (82.4%) reported having experienced rape, and 44.5% of the sample belonged to a religious affiliation or community of worship. Religious participants were significantly more likely to acknowledge their experience as rape (rather than a minimizing label) and to report higher ratings of outness (extent to which their sexual identity was disclosed and discussed with others), than non-religious participants. Of those who experienced rape, religious individuals reported more PTSD symptoms than non-religious individuals. These results encourage further research into religiosity as a coping mechanism and avenue towards resiliency in bisexual individuals who have experienced rape.

### **Examining Socioecological Protective Factors Associated with Childhood Depression**

**Rachel Stobbe, University of Memphis**

**Taylor Napier, University of Memphis; Debra Bartelli, University of Memphis; Kathryn H. Howell, University of Memphis**

Protective factors across the social ecology, such as resilience, social support and community cohesion, are related to adaptive outcomes for individuals exposed to adverse childhood experiences (ACEs). Previous research indicates that higher levels of each protective factor are associated with lower depressive symptoms, but few studies have taken a socioecological approach to examining these variables in children who have experienced ACEs. The current study recruited 46 children, ages 8-12 years old ( $Mage=10.42$ ,  $SD=1.60$ ; Black=95.83%), from community programs for families exposed to adversity in the MidSouth, United States. Most children (77%) were experiencing poverty (i.e., annual household income below \$15,000). A linear regression was run to assess the relationships among depressive symptoms, resilience, social support, and community cohesion while accounting for ACEs exposure and family income. The model was significant, ( $F(5, 45)=3.12$ ,  $p=.02$ ,  $R^2=.28$ ), with higher resilience ( $\beta=-.40$ ,  $p<.05$ ) and less ACEs exposure ( $\beta=1.48$ ,  $p<.05$ ) associated with fewer depressive symptoms. Social support, community cohesion, and income were not significantly related to depressive symptoms. These results suggest that resilience may be a key target for intervention. Aspects of resilience (i.e., recognizing personal strengths, cooperating with others, finishing what one starts) may contribute to lower psychopathology among children exposed to ACEs.

### **Why is searching for meaning in life after trauma sometimes helpful and sometimes not?**

**Marcela Weber, The University of Mississippi**

**Stefan E. Schulenberg, The University of Mississippi**

Prior studies have found contradictory conclusions regarding whether searching for meaning in life results in positive or negative posttraumatic outcomes. This study examined potential moderators of the link between search for meaning in life and the posttraumatic outcomes of resilience, PTSD, and posttraumatic growth. Moderators explored were greater presence of meaning in life, time since worst trauma, adaptive and maladaptive coping. College students who had survived a wide range of traumatic events ( $N = 304$ ) participated in a cross-sectional survey that included questionnaires on the aforementioned constructs. Moderated regression analyses showed that maladaptive coping moderated the effect of search for meaning on posttraumatic stress and growth. Adaptive coping moderated the effect of search for meaning on resilience. Survivors currently searching for meaning in life were less resilient and had more PTSD symptoms. Neither a higher presence of meaning in life nor more time since trauma moderated the negative effects of searching for meaning in life. These exploratory analyses suggest that adaptive and maladaptive coping may moderate the effects of searching for meaning in life, such that those who cope adaptively while searching for meaning have improved posttraumatic outcomes compared to those who search for meaning in life while coping maladaptively.

**Welcome**  
**Main Stage**  
**Sunday, 3:30-4:00 pm (Central time)**

**Keynote**  
**Main Stage**  
**Sunday, 4 to 5 pm (Central time)**

**“Becoming Woke”: Encouraging Critical Consciousness to Prevent Violence and Promote Change**

**Dr. Maury Nation**

**Evening Reflection**  
**Main Stage**  
**Sunday, 5:00 to 5:30 pm (Central time)**

**Stand-Up By James Jurgensen**

Through a dry, disarming, and candidly personal comedic style, James Jurgensen (he/they) calls into question social norms and popular notions related to mental health, gender and sexual identity, and disability. A transmasculine, bisexual, and autistic person with southern roots, James started employing humor to reframe and make meaning out of his life experiences in 2018. In their stand-up, James addresses the ways in which identity shapes experience and aims to help evoke a more nuanced conversation about social reality.

**Monday, April 12**

**Morning Reflection**

**Room 1**

**Monday, 8:30-8:45 am (Central time)**

**Xiafei Wang**

**Monday 8:45 to 10:00 am (Central time)**

**A1: Improving the Wellbeing of Providers (20x20s): Breakout Room 1**

**Becoming Appreciatively Mindful: Improving Teacher Wellbeing through Organizational Change**

**Karla Shockley McCarthy, The Ohio State University**

**Kisha Radliff, The Ohio State University, Department of Educational Studies, College of Education and Human Ecology**

Teachers are tied with nurses for having the most stressful profession. Teacher attrition, with almost half of teachers leaving within the first five years, is creating shortages that impact student learning. Challenging work conditions, inappropriate expectations, lack of support and respect, and overwhelming stress are often cited reasons for leaving. Although many of the issues are financially driven, such as classroom size and lack of supplies, addressing interpersonal issues might be accomplished without additional financial burden. Investigation of non-financial reasons teachers experience declining wellbeing has revealed that teachers desire appreciation, autonomy, and respect. However, intervention efforts to reduce teacher stress are primarily focused on building teacher coping skills. Although coping skills are helpful, intervention at the organizational level that targets building appreciative relationships among school administration and teachers could foster support, collaboration, and teacher wellbeing. Use of mindful, specific recognition of teacher efforts by school administration could promote relatedness and teacher efficacy. Positive teacher-student relationships have also been found to promote teacher and student wellbeing, but relational skill development is absent from most teacher training. Examination of appreciative relationship building to promote teacher wellbeing is presented along with conceptualization of mindful appreciative communication as an intervention for school organizational change.

**Spirituality and resilience as protective factors to combat stress among social work students**

**Packiaraj Arumugham, Midwestern State University**

**Meenakshi Venkataraman, Youngstown State University; Kala Chakradhar, Murray State University**

Since the 1990s, stress experienced by social work students and the ways they cope have been studied, given social work's rigorous curriculum and emotionally-laden content. Some limitations of such research indicate the need to focus on individual differences in self-care practices and inherent protective factors in students' coping. The purpose of this cross-sectional study was to examine stress experienced by social work students and their resilience including their use of spiritual resources to counter stress. The study participants (n=82) were drawn from among undergraduate and graduate social work students (429) at two public universities in the U.S. Participants completed an online survey consisting of the Perceived Stress Scale, Connor-Davidson's resilience scale and the Spiritual Well-Being Scale in the Spring of 2020. The results indicated that majority (62.2%) of the students experienced moderate to high levels of stress. The major stressors were academic (93.9%), financial (67%), family (64.6%), and mental health (63.4%). The results also indicated an inverse weak correlation between resilience and perceived stress, and a positive weak correlation between spiritual well-being and perceived stress ( $p < .008$ ). Implications of the study to capitalize on student resilience and suggestions for future research will be discussed.

**Secondary Traumatic Stress among Border Humanitarian Aid Organizations: Preliminary Findings**

**William Simmons, University of Arizona**

**Nicole L. Chavez, University of Arizona**

Secondary Traumatic Stress (STS) is endemic to social service organizations, especially organizations working with migrants and refugees. Anti-immigrant rhetoric and policies in the U.S. have a negative impact on these

organization's service providers (Mesa, et al., 2020; Akinsulure-Smith, et al., 2018). Arizona in particular, has the added barrier of being home to xenophobic policies like SB 1070 and practices that criminalize those providing lifesaving aid in the Sonoran Desert's extreme climate. Most humanitarian aid organizations also have insufficient resources to address these long-term problems. However, little research has been done on STS among volunteers and staff of these organizations.

We will present the initial findings of a multi-part study that includes a needs assessment, best practices for measuring STS in this context, and suggestions on how to reduce symptoms of STS in border aid organizations. Our study is informed by research on compassion fatigue, vicarious trauma, coping mechanisms, and post-traumatic growth and resiliency. We are interested in the impacts of work-related stressors, levels of exposure to traumatic stories and events, leadership skills, and organizational-level awareness and responses to STS. Our results are based on surveys and qualitative interviews with directors of border humanitarian aid organizations in Southern Arizona

#### **Efficacy of Anti Stigma Intervention in reducing Stigma and Discrimination about Depression among primary care staff**

**Ayesha Aziz, University of the Punjab, Lahore**

**Nashi Khan, University of the Punjab, Lahore**

This study aimed to assess the efficacy of anti-stigma interventions to reduce Stigma and Discrimination about Depression among Primary Care Staff. In this study, ABA Within Between Group Experimental Research Design was employed. A sample of (N=30) post graduate residents house officers, and nurses was selected from Government hospitals through purposive sampling. The participants were randomly assigned to the groups i.e., group A (Mental Health Gap Action Program-Intervention Guide, Problem Management Plus and the Contact Based Stigma Reduction Intervention), group B (Mental Health Gap Action program Intervention Guide and Problem Management Plus) and the group C (no intervention). Reported and Intended Behavior Scale was employed to assess reported behavioral discrimination and Mental Illness: Clinician's Attitudes Scale was used to evaluate attitudes with people with mental illness. These groups were then assessed on pre, post intervention level and follow up by using mixed Anova. The findings showed significant improvement in stigmatizing attitudes and stigmatizing intended behaviors of group A at post intervention and follow up as compared to group B and group C. The results indicated a significant improvement in stigmatizing attitudes and stigmatizing intended behaviors of group B at post intervention and follow up as compared to group C.

#### **A2: Strengths-Based Programs for Families (20X20s): Breakout Room 2**

**Parental/Guardian Gender-affirming Behaviors, Health, and Wellbeing for Transgender and Gender Diverse People: A Systematic Review**

**Meredith Klepper, Johns Hopkins School of Nursing**

**Athena DF Sherman, Nell Hodgson Woodruff School of Nursing at Emory University; Kristen Clark, University of California San Francisco; Sarah Febres-Cordero, Nell Hodgson Woodruff School of Nursing at Emory University**

**Purpose:** Transgender and Gender Diverse (TGD) youth experience increased health risks, including adverse mental health outcomes, violence, and substance use. Gender affirming parenting (i.e. behaviors that are overtly supportive of their child's transition) may have a protective effect on children's health and well-being. This systematic review synthesizes research regarding the association between parental/guardian use of gender-affirming behaviors and health outcomes for TGD youth and adults.

**Methods:** A systematic searches of LGBTLife, PubMed, and PsycINFO was conducted. Data related to gender-affirming parenting behaviors were extracted, synthesized, and grouped by (i) gender transitioning, (ii) mental health, (iii) sexual health, and (iv) access to care to illustrate findings.

**Results:** Twenty research articles linking parental/guardian use of gender-affirming behaviors for TGD youth and adult health and wellbeing were identified Preliminary findings included the need for increased resources for parents/guardians of TGD youth; barriers included secondary stigma, lack of knowledge, and parental distress.

**Discussion:** These findings highlight the overall protective nature of gender-affirming behaviors and a need for increased support for these families. The findings can be used to inform the development and adaptation of family-based interventions aimed at decreasing the harmful effects of gender minority stress and familial rejection for TGD youth and adults.

**How do fathers help? A moderation analysis of the association between adverse childhood experiences and child behavioral health in fragile families**

**Xiafei Wang, Syracuse University**

**Qiong Wu, Florida State University; Benjamin John Phelps, Syracuse University**

Existing research has built concrete links between trauma exposure and lifelong behavioral health outcomes. However, the ways by which father engagement buffers the detrimental effects of trauma on early childhood behavioral health remains unexplored. Using the data of 3,001 mothers from the Fragile Families and Child Well-being Study, we conducted a moderation analysis to examine the associations between adverse childhood experiences (ACEs), child behavioral health, father engagement, and maternal education. We found that ACEs at child age three were positively associated with child externalizing and internalizing behaviors at child age five. Father engagement at child age one buffered the harmful effects of ACEs on child externalizing behaviors, but this effect was only significant for children living with mothers with an education level lower than high school. Our research findings suggest that child psychiatrists should adopt an early-intervening, trauma-informed approach to treat child behavioral health problems. This approach should view father engagement as a critical factor in fostering child resilience, particularly for children living in families with limited resources.

**River of Life: Application of a Visual Method to Promote Inclusion and Build Partnerships for a Statewide Maternal and Child Health Needs Assessment in Arizona**

**Martha Moore-Monroy, University of Arizona**

**Nicole P. Yuan, University of Arizona; Priscilla Magrath, University of Arizona; Velia Nuño, University of Arizona; Abby Welter, University of Arizona; Lisa Balland, University of Arizona; John Ehiri, University of Arizona**

The University of Arizona collaborated with the Arizona Department of Health Services to collect qualitative data for the 5 yearly Title V maternal and child health needs assessment. The greatest challenges included reaching diverse communities across the large state and bridging linguistic, educational, ethnic and other differences to ensure the perspectives of vulnerable and marginalized communities were included. The River of Life (ROL) methodology was used at 32 roundtable sessions at 4 statewide meetings with 180 participants. The ROL involved drawing a river motif to identify MCH goals, assets and barriers within different communities. Applications of the ROL methodology promoted an inclusive and collaborative space that broke down silos and equalized expertise among stakeholders, service providers, and community members. The trust that was established was evident in the participants' willingness to discuss sensitive topics, including mental health stigma, immigration, racism, and distrust of institutions. Many were willing to be contacted afterwards, identified additional partners, and expressed interest in subsequent data collection and dissemination activities. The ROL methodology played a critical role in strengthening partnerships and community building that benefited the statewide needs assessment and future program planning and policy development.

**Skills, Strengths, Techniques and Resources (SSTaR): A USAF Family Advocacy Program secondary prevention strengths-based program for participants with allegations of maltreatment**

**Richard Tolman, University of Michigan**

**Sandi Stith, Kansas State University; Chelsea Spencer, Kansas State University; LaJuana Ormsby, United States Air Force**

Skills, Strengths, Techniques and Resources (SSTaR) is a secondary prevention strengths-based program for individuals who have been referred to the USAF Family Advocacy Program with an allegation of maltreatment. SSTaR is a voluntary program offered to individuals before a determination is made as to whether the allegation meets criteria. SSTaR draws on positive psychology, motivational interviewing and third-wave cognitive behavioral interventions to boost adaptive coping during the allegation period and to motivate subsequent help-seeking. Designed to be highly engaging and non-stigmatizing, SSTaR components include interactive activities that promote group cohesion among participants. A Signature Strengths module encourages participants to identify and mobilize personal resources for active coping and to promote positive affect. The Affect Regulation module includes examination of cues for dysregulated emotions and mindfulness to address emotional arousal. The Gratitude module also intends to boost positive affect and to connect participants with potential sources of support. Following the interactive modules, participants identify and receive desired resources for issues they would like to address, e.g. parenting, anger management, communication. Pre-Post evaluation with 1,536 participants using the University of Rhode Island Change Assessment Scale demonstrates that SSTaR significantly increases participants readiness to change.

**A3: Learning to Love Ourselves: Incorporating Compassion Care in Our Work (Workshop): Room 3**  
**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.

**A4: Correlates of Resilience and Wellbeing (20X20s): Breakout Room 4**

**The Impact of Trauma and Coping on Resilience among LGBTQ+ and Heterosexual Emerging Adults**  
**Lacy Jamison, The University of Memphis**

**Kathryn Howell, The University of Memphis; Rachel Wamser-Nanney, University of Missouri-St. Louis**

Trauma exposure may result in debilitating health outcomes, with emerging adults being especially prone to experiencing adversity. Increased efforts to assess protective factors that reduce the impact of trauma are needed, particularly among emerging adults identifying as LGBTQ+. The current study used hierarchical regression modeling to examine how age at first trauma, trauma exposure frequency, community violence exposure, and four coping strategies affect resilience among LGBTQ+ and heterosexual emerging adults matched on age and ethnicity. Participants included 192 emerging adults (96 heterosexual; 96 LGBTQ+; Mage=20.19; SD=2.06; 60% White). The final model among the heterosexual group was significant ( $F(7,88)=4.96$ ,  $p < .001$ ; Adj.R<sup>2</sup>=.23), with greater community violence exposure ( $\beta=.30$ ;  $p < .05$ ), more problem-focused engagement ( $\beta=.38$ ;  $p < .01$ ), and less emotion-focused disengagement ( $\beta=-.26$ ;  $p < .05$ ) associated with greater resilience. The final model among the LGBTQ+ group was also significant ( $F(7,88)=4.37$ ,  $p < .001$ ; Adj.R<sup>2</sup>=.20), with less problem-focused engagement ( $\beta=-.46$ ;  $p < .001$ ) associated with greater resilience. Findings highlight the meaningful impact of coping strategies on resilience, with heterosexual emerging adults' resilience molded by problem-focused and emotion-focused strategies, whereas only problem-focused strategies impacted resilience among LGBTQ+ emerging adults. Thus, coping strategies based in cognitive restructuring and problem-solving may be especially salient among LGBTQ+ emerging adults exposed to trauma.

**Social support and acculturation among Latino youth with victimization experiences: Findings from a national survey**

**Chiara Sabina, University of Delaware**

**Susana Mariscal, Indiana University, School of Social Work; Carlos Cuevas, Northeastern University**

Victimization, particularly poly-victimization, represents a threat to youth's neuro-social-emotional development. It is important to examine different types of victimization and perpetrators to identify common typologies and their characteristics, in order to develop targeted prevention and intervention efforts. To identify typologies among Latino youth, we conducted a series of latent class analyses (LCA) using a national sample of 1,525 Latino teens (Dating Violence Among Latino Adolescents- DAVILA study). Then, we compared these latent classes on mental health (depression, anxiety, and hostility), perceived social support, acculturation, and demographic characteristics. We identified a six-class solution: Multiform Victimization by Multiple Perpetrators, Multiform Dating Violence, Multiform Victimization (psychological+) by Youth & Adults, Physical victimization by Non-Family, especially Peers, Physical Violence Victimization by Juvenile Family Members and Uninvolved Youth. Classes differed on hostility scores, perceived social support (from partner and family, not friends), acculturation, and some demographic variables. Our findings provide evidence regarding the heterogeneity of victimization experiences among Latino youth, suggesting that victimization occurs inside and outside the home, across a range of perpetrators. Hostility, perceived social support, and acculturation provided further information about the classes, indicating their relevance among poly-victimized Latino youth. Our findings can inform intervention and prevention efforts targeting Latino youth.

**Emotional intelligence as a predictor of psychological well-being: a path to resilience during the pandemic**

**Ekaterina Osipenko, Emotional Intelligence Lab; Alexandra Nikitina, Emotional Intelligence Lab**

**Elena Sergienko, Institute of Psychology of the Russian Academy Of Sciences; Elena Khlevnaya, Plekhanov Russian University of Economics, Moscow, Russia; Tatiana Kiseleva, International Centre Creative Technologies of Consulting, Moscow, Russia**

The aim of this study was to investigate the role of ability emotional intelligence (EI) in psychological well-being and to examine it as a possible resource for greater resilience during the times of high stress, such as in a pandemic.

EI was measured with the Russian-language Emotional Intelligence Test (EIT, Sergienko et al., 2019), which is conceptually based on MSCEIT (Mayer et al., 2003). Psychological well-being was measured using the Russian-language version of the Psychological Well-being Scale (Ryff, 1989). The sample consisted of 243 Russian adults (61 men, 182 women, mean age = 36.1, 18-67 years). The study was conducted in Russia during the summer of 2020, in the middle of the COVID-19 pandemic.

Data analysis showed that EI is a significant predictor of psychological well-being. Considerable differences in the relationship between EI and well-being were revealed for different age groups (up to 35 years old and 35+ years old).

These findings indicate the importance of EI as a predictor of psychological well-being of a person, highlighting its role as a resource for greater resilience.

This work was supported by the Russian Foundation for Basic Research, project 19-013-00085.

#### **Measuring Bystander Behavior (Interest Group): Breakout Room 5**

An informal meeting of people interested in the challenges and innovations of measurement in bystander research, hosted by Annelise Mennicke and Sarah McMahon.

**Monday 10:45 am to 12:00 noon (Central time)**

#### **B1: Workplace Resilience (Hot Topics Panel): Room 1**

**Victoria Banyard, Rutgers University; Sarah McMahon, Rutgers University; Rupa Khetarpal, Rutgers University; Gina Sharpe, Rutgers University; Anna Segura Montagut, Rutgers University; Robert Eckstein, University of NH and Soteria Solutions; Debra Lancaster, Rutgers University**

This hot topic panel will explore a key issue in the wake of #MeToo and #TimesUp, how do we build workplaces that promote strengths and resilience, and that work against problems like sexual harassment. Designed as a discussion panel, this session will bring together voices of practitioners and researchers who consider different facets of what workplace resilience might look like, factors that promote it, and interventions that can change organizational culture to prevent problems like sexual harassment and to improve workers' sense of efficacy and mattering.

#### **B2: Translating ACEs Research to Policy & Practice (Hot Topics Panel): Room 2**

**Canan Karatekin, University of Minnesota; Sherry Hamby, Life Paths Research Center; Omar Gudiño, The University of Kansas; Jennifer Hays-Grudo, Oklahoma State University Center for Health Sciences**

Since the publication of Felitti et al.'s (1998) landmark study examining the long-term impact of adverse childhood experiences on health and health risk behaviors, the term "ACEs" has entered popular usage to refer to a wide range of traumatic and stressful events. While ACEs has provided a useful framework for conceptualizing and responding to childhood adversities, its expanding usage warrants closer examination of the extent to which policy and practice reflect current science. As part of its initiative to enhance translation efforts, the American Psychological Association's Committee on Children, Youth, and Families has begun considering strategies that, unlike more traditional approaches that emphasize scientists' "pushing out" research, instead use policymakers' and practitioners' needs and interests as the starting point. In order to advance this conversation, the proposed panel will include comments from researchers on moving research to policy and practice, and foundational issues regarding the measurement and definition of ACEs. The panel is designed to engage the audience in thinking about the steps in effectively connecting policy, practice, and research, while emphasizing the roles of collaboration, interdisciplinarity, and resilience.

#### **B3: Work and Resilience (20X20 Symposium): Room 3**

**Kathy Maguire-Jack, University of Michigan; Kathryn Showalter, University of Michigan; Sarah Parmenter, The Ohio State University; Mi Sun Choi, The Ohio State University**

This panel of 20x20 presentations examines the relationship between work and resilience from a variety of perspectives. The first presentation focuses on the role of one work support, childcare subsidy, in promoting resilience among at-risk mothers. Specifically, using longitudinal secondary data, the first presentation examines the protective benefits of childcare subsidy in promoting positive parenting among parents with competing demands for their time. The second presentation focuses on survivors of intimate partner violence, and the supports that were provided to them informally and formally that enhanced their ability to work during times of violence. This study uses primary qualitative data from an intimate partner violence agency. The third

presentation focuses on predictors of resilience in work (satisfaction with job, performance, etc.) among child welfare workers. This study relies on nationally representative data from child welfare agencies across the United States. The fourth presentation examines the role of self-efficacy in the workplace, as it relates to resilience in older adults.

**B4: Beyond Federal Grants: Supporting Your Research With Foundation Funding (Hot Topics): Room 4**

**Nicole Yuan, University of Arizona; Anjali Forber-Pratt, Vanderbilt University; Kathryn Howell, University of Memphis**

Many researchers focus their efforts on obtaining funding from federal agencies, such as the National Institutes of Health, the Centers for Disease Control and Prevention, Institute of Education Sciences, and the Department of Justice. Starting early in their careers, researchers often receive mentoring and training for obtaining such grants and are rewarded for the prestigious accomplishments. However, most researchers obtain little guidance on strategies to secure non-federal funding, particularly grants from foundations. Each member of this 4-person panel has received foundation funding and will describe related benefits and challenges. Other topics of discussion will include: differences between federal and foundation grants; how to find and apply for foundation grants; how to establish and maintain a positive relationship with a foundation; how to balance the mission of the foundation and its staff and Board with individual, department, and college priorities; and how to leverage a foundation grant to help foster long-term career success. The session will conclude with recommendations for promoting the role of foundation grants in advancing research on violence, trauma, and resilience.

**Student Networking (Affiliate Group): Breakout Room 5**

An informal meeting of students at all levels (including those in transition between schools), hosted by the student representatives to the program committee, Amanda Hasselle and Nidal Kram.

**Monday 1:00 to 2:15 pm (Central time)**

**C1: Understanding Resilience in Maltreated Children from the Practitioners' Perspectives (20X20 Symposium): Room 1**

Children who experience maltreatment are at heightened risk for a host of negative developmental and health outcomes. However, some children overcome the odds and demonstrate resilience by continuing to succeed even after experiencing child maltreatment. Despite growing interests in resilience research, relatively limited attention and efforts have been paid to examine or incorporate field practitioners' perspectives and voices. This symposium includes five studies that examined various aspects of resilience in maltreated children through a qualitative study of practitioners working with children who have experienced child maltreatment. Each study conducted thematic analyses, using the data collected through semi-structured qualitative interviews with practitioners who provide services to maltreated children (N=27). For this symposium, the first study focuses on the conceptualization of resilience following child maltreatment, the second study focuses on the developmental impact of maltreatment on resilience; the third study focuses on risk and protective factors for resilience in children who have been maltreated; the fourth study focuses on critical intervention components to promote resilience in maltreated children; and the fifth study focuses on caregiver influence on resilience development among children with maltreatment experiences. Together, the five studies will offer valuable insights and implications for resilience promotion among maltreated children.

**Defining Resilience in Maltreated Children from the Practitioners' Perspectives**

**Susan Yoon, The Ohio State University**

Increasingly, studies have focused on understanding positive outcomes in children who have been maltreated and the factors that contribute to resilience. However, there is no universally accepted definition of resilience, thus hindering the ability to make comparisons across studies and to use such information to inform interventions to foster resilience. The current study sought to address this gap by examining definitions of resilience in practitioners who work directly with maltreated children. Specifically, the study examined the following research question: "How is resilience defined and understood by practitioners working with children who have experienced child maltreatment?" Findings suggest five unique themes described by practitioners as their definition of resilience: (a) surviving; (b) thriving; (c) perseverance; (d) reconciling and integrating traumatic experiences into healthy identity development; and (e) advocating for self. Our findings highlight the



spectral and nuanced nature of resilience among maltreated children. Implications for theory, research and practice are discussed.

### **Developmental Impact of Child Maltreatment: A Qualitative Study from the Practitioner's Perspective**

**Karla Shockley McCarthy, The Ohio State University**

Although the negative impact of child maltreatment on child development is well-established in the literature, little research has explored potential developmental differences in the impact of child maltreatment on child outcomes. The primary aim of this qualitative study was to explore the developmental variations in the impact of child maltreatment by incorporating the perspective of practitioners who serve maltreated children. The examination of the data using thematic analysis resulted in four thematic categories that encompass how the maltreatment affects the child and how the child processes and manifests the ill-treatment. The four themes of developmental differential on the impact of maltreatment included (1) impact manifestation; (2) behavioral expression; (3) locus of control; and (4) complexity. Our discoveries encourage agencies and those working with maltreated children to consider the child's developmental level to acknowledge better how the child will process and react to the maltreatment.

### **Factors That Inhibit and Promote Resilient Functioning Following Childhood Maltreatment**

**Rebecca Dillard, The Ohio State University**

The negative impacts of childhood maltreatment are vast and span multiple domains. The purpose of the current study was to explore the perspectives of practitioners working with maltreated children to better understand the factors that promote and inhibit resilience. Study codes yielded two primary themes relating to factors that inhibit or promote resilience among maltreated children. Internal factors referred to characteristics of the individual child that could influence their likelihood of displaying resilience. External factors referred to context and circumstances outside of the child that can impact the development and display of resilience. Practitioners understood resilience as the interaction of internal and external factors that influence the degree to which children display resilience following maltreatment. The findings help to incorporate practitioner perspectives into the current conceptualizations of resilience. This study carries implications for increased reliance on translational research in the resilience field, reflecting the perspectives and needs of direct service providers. Further, the results help us to better understand how practitioner perspectives shape the interventions they deliver to build resilience capacity.

### **Critical Components of Interventions to Promote the Resilience among Children with Child Maltreatment Experiences**

**Fei Pei, The Ohio State University**

Although researchers and practitioners strive to identify efficacious interventions for children with child maltreatment experiences, few studies have explored the perspectives of clinicians about the critical components of interventions to promote resilience among maltreated children. To address this research gap, this study examined the critical components that should be incorporated into interventions in order to promote resilience among maltreated children. Four primary themes were captured from the practitioners' perspective: (1) therapist characteristics; (2) caregiver characteristics; (3) community influences; and (4) post-treatment support. Findings of this study offer insight into the design and improvement of future clinical interventions and preventions to promote resilience among children who have experienced childhood maltreatment.

### **Caregiver influence on resilience development among children with maltreatment experience**

**Brienne Beaujolais, The Ohio State University**

Caregivers have a significant influence on outcomes for maltreated children, but their specific role in the resilience development among maltreated children is not yet understood. This qualitative study aimed to explore practitioner perspectives about the influence of caregivers in the development of resilience among children with maltreatment experience. Three primary themes emerged from the data, including (a) caregiver influence, (b) intervention with caregivers, and (c) caregiver-related barriers to child resilience. For caregiver influence, two subthemes emerged: environmental stability and supportive behavior from caregivers. Intervention with caregivers subthemes were: educating and empowering caregivers, and a systems approach to intervention. Lastly, the caregiver-related barriers to child resilience included two barriers. One barrier included caregivers who were not engaged in or who did not follow-through on treatment, and the second barrier included cases in which the perpetrator was also a caregiver. Results suggest that caregiver behaviors and characteristics significantly affect the development of resilience among maltreated children. Study findings

can inform future intervention, prevention, and policy development aimed at fostering resilience development among maltreated children.

**C2: Reflections on a Writers' Room Evaluation: Findings and Implications from a Four-Year Study (Perspectives Panel): Room 2**

**Evaluating Writers' Rooms: 826 Boston's Writing Intervention in Public Schools, Part 1**

**Emily Mann, Northeastern University**

This study examined a Writers' Room (WR) intervention in two Boston Public Schools. The program provided writing supportive services to the entire school to foster the development of student writing, and consisted of day and after school program components. The purpose of this research is to better understand the direct and indirect impacts of the program on high school students to ensure that the public school non-profit partners are delivering services that are impactful and evidence informed. This mixed methods study explored non-cognitive pathways to better understand the possible contributions of a public school writing intervention on student perceptions of writing and self-efficacy. The first panelist will discuss the quantitative research findings. Research questions considered student's perceptions of writing competence, changes over time in student writing perceptions, the impact of social support on student's attitudes and beliefs about writing, and student's perception of the impact of writing on their own personal development. Analysis of the first two years of data suggested small trend increases in student self-perceptions of writing competence and enjoyment. Third year data showed no additional increases. Student perceptions of adult support correlated more positively to most indicators on the survey.

**Evaluating Writers' Rooms: 826 Boston's Writing Intervention in Public Schools, Part 2**

**Lori Gardinier, Northeastern University**

Our second panelist will continue to explore the evaluation data from the 826 Boston Writers' Room. Part 2 of the panel will examine the qualitative themes of this mixed methods study. Several themes developed from qualitative analysis including academic benefits, career benefits, and personal benefits. Students reflected on the iterative process of writing, and the value of seeing and learning from mistakes. Several exemplars alluded to foundational skills associated with a growth mindset as a mechanism for positive change. Part 2 of the panel will explore student's voices as they reflect on the Writers' Room. We will compare and contrast the student's voice in all 3 waves of data.

**826 Boston Writers' Room: The Full Story**

**Jessica Drench, 826 Boston**

826 Boston's Executive Director joins the panel to share the background story of the formation and development of the 826 Boston Writers' Room program. This part of the presentation will explore the goals and objectives of the program and its growth over the years, as it has expanded throughout the Boston Public Schools. This presentation will provide some specific examples of the work done within the program and highlight a few key successes. Questions about the model, its implementation, and barriers will be considered.

**C3: Processes and Trajectories of Posttraumatic Growth (20X20 Symposium): Room 3**

Posttraumatic growth (PTG) refers to the ways individuals and their lives improve or change in positive ways following a traumatic or adverse life event. The prevalence of PTG after a traumatic event varies, so it is critical to understand the protective factors involved and the processes by which growth occurs and to consider the different paths by which trauma-exposed individuals arrive at positive change. The relationship between PTG and posttraumatic stress warrants further research because many individuals experience both. In this symposium, we report research on the theorized processes of growth which involves disrupted core beliefs (Gise et al.,) and subsequently finding meaning or purpose (Edwards et al., Weber et al.). The trajectory of PTG over time and relationship between PTSD and PTG is explored through various models in several studies (Gise et al., Segura et al., Taylor et al., Weber et al.), and will be a key discussion point. Future research directions and current limitations, such as ceiling effects for PTG scales, will be discussed. This symposium includes studies with diverse samples of adolescents and adults from rural and urban populations who experienced a wide range of traumas, from child sexual abuse to cancer to traumatic pregnancies.

**The Role of Meaning in Life and Social Support for the Five Factors of Posttraumatic Growth**

**Marcela Weber, The University of Mississippi**

Posttraumatic growth (PTG), or positive change following trauma, has been observed in tandem with posttraumatic stress. A curvilinear model has been explored for the relationship between posttraumatic growth

and stress. Even less is known about the relationship between posttraumatic stress and the five factors of PTG: (1) relating to others, (2) appreciation of life, (3) spiritual growth, (4) new possibilities, and (5) personal strength. Likewise, meaning in life and social support are key predictors of PTG, but little is known about their relationship to the five factors. This study examined each of the five factors of PTG and how they were linked to posttraumatic symptoms, meaning in life, and social support. Emerging adults with a history of trauma exposure (N = 525) completed a cross-sectional survey. The five factors of PTG each had different associations with three domains of meaning in life (purpose, significance, and self-transcendence), with different types of social support (emotional and tangible), with PTSD symptoms, and with depression symptoms. Therefore this study sheds light on specific protective factors that may promote different forms of PTG.

### **Posttraumatic Growth of Survivors of Child Sexual Abuse at the Hand of the Spanish Catholic Church Representatives**

**Anna Segura Montagut, Center on Violence Against Women and Children, Rutgers University**

This research explores Post Traumatic Growth (PTG) in a sample of adults who had experienced Child Sexual Abuse (CSA) at the hand of the Spanish Catholic Church representatives. The aim is to examine whether PTG is associated with CSA, and whether mental health problems reported by participants are associated with PTG. The sample was composed of 38 adults aged from 24 to 67 years old (M= 51.1, SD= 11.8, 34.2% females) who experienced CSA at the hand of Catholic Church representatives. Participants reported the experience of CSA, and PTGI and mental health problems were assessed. Results indicated that, in no case, an association was shown between CSA and PTGI scores nor PTGI 5 dimensions (i.e., relating to others, personal strength, new possibilities, spiritual change, and appreciation of life). However, weak to moderate positive associations were shown between PTGI, particularly spiritual change and appreciation of life domains, and mental health problems (e.g., OCD, sexual problems, antisocial behavior, suicidal thoughts and behaviors). Several authors have tried to explain the coexistence between PTG and distress among victims for example highlighting the role of dissociation (Lahav, Ginzburg, & Spiegel, 2019). We would like to discuss and reflect about these results with researchers and practitioners.

### **Facilitating Posttraumatic Growth Following a Traumatic Pregnancy, Birth, Postpartum, or Early Mothering Experience**

**Sally Dear-Healey, The Family Womb and it's Your Life Coaching and Consulting**

Trauma is defined as “an emotional response,”[1] however, the experience can also be physical and get ‘trapped’ in the body. Physiologically, the brain creates a physical and emotional reaction, which in turn activates the Sympathetic Nervous System (SNS).[2] Further, according to Levine[3] and Hübl,[4] trauma can negatively affect an individual’s spirit. In other words, as van der Kolk[5] argues, “the body keeps the score.” This research expands the current work on trauma and healing to include trauma experienced by the woman and/or her baby during pregnancy, birth and/or during the postpartum experience. For posttraumatic growth to occur, we must work with the individual and the system beginning with trauma-informed care in the prenatal period.

### **Posttraumatic Growth in Women With Histories Of Addiction And Victimization**

**Katie M. Edwards, The University of Nebraska–Lincoln**

**Laura Siller, University of Nebraska–Lincoln; Sarah E. Ullman, University of Illinois–Chicago; Katherine Lee; University of New Hampshire**

Research consistently documents the deleterious sequelae of interpersonal trauma, including domestic and sexual violence (DSV). More recently, however, researchers and practitioners have focused on positive outcomes, such as posttraumatic growth (PTG), in survivors of DSV. Although research has begun to document the prevalence and correlates of PTG, most of the extant literature is cross-sectional, and no study to our knowledge has explored PTG in a sample of women with histories of addiction and victimization residing in a trauma-informed transitional living home. The purpose of the current study was to examine these gaps in the literature in a sample of 59 women (91.5% White; 86.4% heterosexual; Mean age = 41.6) who completed a survey while living in a transitional living home. Results suggested that over a six-month period PTG did not increase or decrease significantly. PTG was positively related to physical wellness, healthy/active coping, sense of purpose, empowerment, and sense of community with other women in the sober living home. PTG was negatively related to financial worries, depression, PTSD symptoms, unhealthy/avoidant coping, and more recent victimization experiences.

### **The Posttraumatic Growth Process in Young Adult Survivors of Adolescent Cancer: The Relevance of Peer Relationships and Self-Esteem**

**Jensi Gise, Georgia State University**

Many young people experience posttraumatic growth related to their experience with cancer. The current study aimed to better understand the process that theoretically precedes and causes posttraumatic growth: a shattering and rebuilding of worldviews after trauma. Perceptions of peer relationships and self-esteem may be two worldviews that are particularly relevant and vulnerable to change during an adolescent's cancer experience. In the current study, young adult survivors retrospectively evaluated their peer relationships and self-esteem before and during their cancer, and currently in survivorship. Young adult survivors also reported their posttraumatic growth for the current time period. Six patterns of change in peer relationships and self-esteem were identified among the sample. Individuals who endorsed a pattern of change that mirrored the process that theoretically precedes posttraumatic growth (Pre-PTG) in their self-esteem, reported higher posttraumatic growth than those who endorsed other patterns of change. Individuals who endorsed general growth (Increasing or Pre-PTG) in their peer relationships reported higher posttraumatic growth than individuals who reported general depreciation (Partial Recovery or Decreasing) in their peer relationships. It appears that youth reflect back on how their peer relationships and self-esteem changed in six unique patterns, some of which are associated with more PTG than others.

### **Which is Better, High Traumatic Growth or Low Symptoms? An Exploratory Study of Four Patterns**

**Elizabeth Taylor, Oakland University**

**Sherry Hamby, Life Paths Research Center & University of the South; Anna Segura Montagut, Rutgers University; Marcela C. Weber, The University of Mississippi**

Experiencing adversity may invoke posttraumatic stress symptoms (PTS) or growth (PTG). Using a dual-factor model approach, we explore the associations of post-traumatic symptoms and growth with 3 outcomes and 21 strengths. A survey completed by 1966 participants (ages 10 to 70,  $M=29.8$ ,  $SD=1.64$ ; 63.6% female; at least one prior victimization) assessed strengths, outcomes, and victimization. Participants were classified into four posttraumatic groups: Prevailed (high symptoms, high growth, 26.1% of sample), Untroubled (low symptoms, low growth, 20.3%), Rebounded (low symptoms, high growth, 23.9%), and Distressed (high symptoms, low growth, 29.8%). ANCOVA's controlling for age, gender, and victimization found that posttraumatic group was associated with each regulatory, meaning-making, and interpersonal strength, and every outcome. The Distressed group scored the lowest and the Rebounded group scored the highest on almost all measures. Notably, the Prevailed group scored above the Untroubled group on most measures, with the exception of health-related quality of life and optimism, suggesting that high growth may be more beneficial than low symptoms when coping with adversity. Findings suggest that coping after trauma is more complex than merely doing well or doing poorly in response to trauma. Promoting posttraumatic growth may help even highly symptomatic people achieve well-being after trauma.

### **C4: The Present and Future of Mutual Aid in Building Resilient Homes, Communities, and Social Movements (Hot Topics Panel): Room 4**

**Danielle Littman, University of Denver; Kimberly Bender, University of Denver; Meredith Mollica, Colorado Coalition for the Homeless; James Erangey, community-based researcher; Connor Marvin, community-based researcher**

The impacts of COVID-19, unemployment, eviction, climate crisis, and other compounding stressors (often referred to as a "syndemic") have astronomically broadened the scope of who needs support in the U.S. Meanwhile, local and national resources have continually fallen short. Mutual aid - an approach to care wherein communities support one another while seeking to change inequitable structures - has proliferated to meet widespread unmet financial and emotional needs. Mutual aid has been practiced in marginalized communities for centuries and is commonly practiced after acute natural disasters. Yet, in embracing solidarity and care for one another, it challenges hegemonic ideals about who needs and deserves help. In an uncertain social climate, many have begun to question how mutual aid may help us move through present and future crisis.

This Hot Topic panel will explore the present and future role of mutual aid in building resilient homes, communities, and social movements. Panelists will present findings from a media scan and interviews with mutual aid organizers about mutual aid during the COVID-19 pandemic. The lead presenter will then facilitate dialogue with the panelists, who specialize in cohousing as mutual aid, mutual aid among refugee communities, and mutual aid in abolitionist organizing and praxis.

Monday 2:30-3:30 pm (Central time)

**Keynote  
Main Stage**

**Just-Us: Breaking Down the Prison-Industrial Complex Through Alternative, Transformative, and Community-Based Strategies to Address Gender-Based Harm**

**Dr. Val Kalei Kanuha**

Monday 3:45 to 5:00 pm (Central time)

**D1: New Resilience Programs (Perspectives): Room 1**

**Encouraging student self-care by promoting the Provider Resilience app: Student impressions and usage patterns**

**Randy Nedegaard, California State University - Fresno**

**Travis Cronin, California State University - Fresno**

In an effort to encourage self-care through a wide variety of means, 61 MSW students were asked to download the Provider Resilience app, as part of their coursework and use it at least four times over a two-week period. At the end of this period, they were asked to write their impressions about this application and the perceived value to their overall level of resilience and self-care. Participants completed the Professional Quality of Life (ProQOL: Stamm, 2005) as part the app. Students were asked to consider the accuracy of their overall resilience rating and their scores for compassion satisfaction, burnout and secondary traumatic stress and the value in knowing these ratings. The app also has other sections and tools designed to increase awareness and resilience. Students were asked which of these sections they used, and which were the most useful to them. These results will be discussed. Finally, students were asked to estimate how many times they used the Provider Resilience app on their own in the 8 weeks later. Roughly a third (38%) had used the app again an average of 3.3 times, suggesting that some students found this a useful tool for increasing their resilience.

**When Abstract Meets Concrete: Using Art to Shape Child Welfare Practice and Policy**

**Shelby Clark, University of Kansas**

**Sarah McCall, University of Kansas; Becci Akin, University of Kansas; Shailiegh Piepmeier, Kansas Department of Children and Families; Michelle Reichart, Kansas Department of Children and Families; Lindsey Long, Pathways TFI; Kaela Byers, University of Kansas**

Recently, the U.S. Children's Bureau (2019) called for increased attention to the experiences of youth in foster care. This presentation will share findings from an arts-based, participatory action research (PAR) study aimed at identifying strengths and supporting the well-being of youth in foster care in a Midwestern state through creative research mediums.

Authors will share findings from creative arts focus groups conducted with youth with foster care experience, parents, child welfare professionals, and researchers. During the focus groups, participants co-constructed relational poems and other art projects with the expressed purpose of developing practice and policy recommendations to improve the experiences of youth impacted by the child welfare system. The authors will share how this unique research design facilitated knowledge building and recommendations for practice and policy changes that were identified through the artwork created within the study.

Examples of drawings, paintings and poems and how this artwork translated to practice and policy recommendations will be shared. The authors will also reflect on the use of creative research methods to build

knowledge that centered lived experience, prioritized youth and parent voice, and led to increased understanding and change within the child welfare system.

### **Developing Mindfulness Based Programs for Sustainable Emotional and Mental Growth in Youth and Young Adults**

#### **Gena Jefferson, Just As I Am YOUth Empowerment**

Although youth may be considered resilient, they often move through life on autopilot. Youth living in low income, high-crime areas, or whose parents are coping with high levels of psychosocial and economic stress are especially vulnerable. Youth are then sent out into a world of work and higher education they are ill prepared for, taking on stress from family, peer groups, and organizations, without a sustainable social emotional foundation and tool kit. This can lead to substance abuse, depression/anxiety, interpersonal conflict, poor academic performance, and suicide. Literature depicts a positive relationship between adolescent mindfulness/spiritual development, and reduced levels of risk behaviors. JAIA arms youth with a sense of identity, self-worth, vision and purpose, connection, self-identified values, self-mastery, healthy coping, self-efficacy and leadership skills, as we send them into the world of adult life and civic participation. I will discuss core aspects of the JAIA YOUth Leadership Institute: (1) Social emotional learning, and mindfulness toolkit for building the mental and emotional health of youth at risk; (2) Project-Based experiential learning and Community Service to practice meaningful leadership skills and self-mastery. I will also discuss lessons learned from our program development process and its impact on the youth we serve.

### **Developing emotional resilience to counter extremism through video literacy program in School Children in Pakistan**

#### **Faryal Razzaq, Karachi School of Business and Leadership**

The role of education in countering violent extremism (CVE) has been crucial to the cause of developing community resilience against extremism. Moreover, enabling student's emotional intelligence to prevent violent behaviors, intimidation from peers and influential entities can be a significant factor in developing a self-reliant and resilient society in the long run. This study aims to fill the gap to focus attention to primary school children in Pakistan to enhance their emotional resilience as counter-terrorism effort. As the attention span of these kids is very small intervention programs based on interactive activities will be more engaging. Research suggest that programs based on video cartoons helped retain the subject taught for longer time and were very effective. Therefore, an educational program based on video/animated cartoon series focusing on EQ relevant themes of developing anti-bullying characteristics, empathy, and kindness with teaching aids and worksheets and activities based learning will be introduced. Pre- test and post-test approach will be applied along with parents, teachers and students as well scales to check the efficacy of introducing a video literacy program and its effectiveness for in developing resilience and CVE

## **D2: Violence Risk and Protective Factors (20X20s): Room 2**

### **Violence-Related Pro-Social Tendencies among Gender & Sexual Minoritized Men**

#### **Jill Hoxmeier, Central Washington University**

Much of campus sexual violence research focuses on the experiences of cis, straight students, though evidence increasingly demonstrates the vulnerability of those with gender and sexual minoritized (GSM) identities. Although scholarship in this area indicates that social norms are a salient influence in individuals' behavior, including violence-related protective factors such as rape-supporting attitudes and bystander intervention, less is known about these factors among men with diverse gender and sexual identities. Using 2018 data from incoming university men (N=210,802) with diverse gender and sexual identities, this study seeks to examine whether and how 1) violence prevention tendencies (VPT), as well as the perceptions of related norms (VPT Norms), differ among GSM men relative to cis, straight counterparts, and 2) the salience of VPT Norms on men's own VPT across individuals with diverse GSM identities. Tests showed significant differences in VPT and VPT Norms between some groups of GSM men and counterparts, as well as a significant relationship between men's VPT and VPT Norms. Findings suggest, however, that GSM men may have greater prevention tendencies and that perception of peers' tendencies is less influential of those tendencies, relative to counterparts.

### **Girls and Young Women's Perceptions on the Role of Gender and Social Media Conflict Implicated in Violence** **Maritza Vasquez Reyes, University of Connecticut**

**Caitlin Elsaesser, University of Connecticut; Desmond Patton, Columbia University; Jocelyn Smith Lee, University of North Carolina at Greenboro; Robin Stevens, Annenberg School for Communication & Journalism, University of Southern California; Jacquelyn Santiago, COMPASS Youth Collaborative**

Social media conflict plays a growing role in youth experiences, including violence. However, little research has documented how girls and young women experience social media conflict and offline violence. Our study uses focus group data to examine how gendered dynamics and perceptions shape online conflict. We draw on focus group data (N=24) with adolescent girls and young women living in disenfranchised neighborhoods in Hartford. The twenty-four participants presented their perspectives on how social media conflict affects their experience with offline violence, as well as coping strategies.

This study is among the first to center girls' and young women's own perspectives on how social media conflict is implicated in youth violence, and to highlight processes of resilience in their experience coping with such conflict. While previous studies with males suggest that females play a marginal role in social media conflict and violence, our study reinforces emerging work with males that suggests that young women have significant, not peripheral, experiences of social media conflict and escalation to violence. Our findings suggest a novel mechanism by which young women become involved in social media conflict and have high relevance to public health initiatives aiming to bolster girls and young women's resilience.

**Community Violence and Code of the Streets: A Person-Centered Examination of General Strain Theory**  
**Hannah Gilliam, University of Memphis**

**Kathryn H. Howell, University of Memphis; Rachel Wamser-Nanney, University of Missouri St. Louis**

Anderson's code of the streets (COS) model outlines one potential response to high community violence exposure (CVE) in which individuals regard physical violence as an effective means to maintain respect and reduce victimization. COS adherence is associated with greater violence exposure and violence perpetration, and may undermine resilience. Previous research has linked CVE, strong negative emotions, and low social support to greater violence independently, and suggests these factors may also relate to acceptability of violence. The current study used these factors to derive empirically-driven profiles by including CVE (i.e., direct, witnessing, hearing about), anger, and social support (friend and family) as indicators in a latent profile analysis. We explored the relationship of these profiles to COS adherence among 694 undergraduate students (Mage=20.72; 81.0% female; 57.1% White). A three-class model emerged as the best fit: High Strain Low Support (HSLS; 5.4%), Average Strain Friend Support (ASFS; 31.1%) and Low Strain High Support (LSHS; 63.5%). Profiles significantly differed in relation to COS adherence, with the HSLS participants endorsing the highest COS adherence, ASFS reporting average COS endorsement, and the LSHS participants reporting the lowest COS adherence. Findings highlight mutable individual and relational factors that relate to perceptions of the acceptability of violence.

**The Effects of Different Types of Childhood Victimization on Health Outcomes: A Study of African American Young Adults in Washington, DC**

**Forough Saadatmand, Howard University**

**Jennifer Bronson, National Association of State Mental Health Program Directors Research Institute; Craig Dearfield, George Washington University; Roderick Harrison, 2M Research Services; Ebony Russ, Howard University**

**PURPOSE:** We detail the childhood and present experiences of 637 self-identified African Americans, ages 18 to 25, who lived in Washington, DC. **METHODS:** Five categories of exposure to childhood violence (conventional crime, child maltreatment, peer and sibling victimization, sexual victimization, witnessing and indirect victimization and sexual victimization) were used in this study. These categories of violence were independently assessed for their correlations with depressive symptoms, depressive moods, trouble sleeping, current drug use, lifetime drug use, and problems from alcohol, tobacco, and other drug (ATOD) use. **RESULTS:** Exposure to any of the five types of violence was shown to be a risk factor for all but one of the outcomes tested. Depressive symptoms were significantly correlated with exposure to each type of childhood maltreatment and witnessing and indirect victimizations. Trouble sleeping was significantly correlated with exposure to childhood maltreatment. Current drug use and problems with ATOD use were significantly correlated with exposure to childhood sexual victimization. Exposure to all tested types of violence was negatively correlated with lifetime ATOD use. **DISCUSSION:** Our findings highlight the importance of examining multiple forms of childhood victimization and point to the need for trauma-informed programs that are tailored to help prevent or overcome adversities.

### **D3: Evaluations of Community Programs (Perspectives): Room 3**

#### **Asdzaan Be'ee'na: Formative research for developing a strengths-based female pathways program for American Indian girls and their female caregivers**

**Jennifer Richards, Johns Hopkins University**

**Jaime Begay, Johns Hopkins Center for American Indian Health**

Native American females suffer significant psychosocial and reproductive health disparities compared to other racial/ethnic groups. The Asdzaan Be'ee'na' program aims to promote the development of positive identity and connection to culture among Native girls ages 8-11 and build positive female caregiver-child relationships in an effort to prevent substance use, early sexual initiation, and unintended teen pregnancy.

This workshop provides an overview of the extensive formative research process undertaken in two Native communities to develop the culturally grounded Asdzaan Be'ee'na' program. Qualitative methods included 18 interviews, 11 focus groups, and 10 community advisory board meetings. Quantitative methods included a women's health and cultural assets survey with 200 adult females. Themes from the qualitative data include: clan identity as a source of strength, community mothering, Navajo female values, matrilineal networks, valuing educational success, teachings from the womanhood ceremony, cultural gender roles, language as a source of pride, and viewing historical trauma as a source of resilience. Survey findings include: 88% of females identified as mothers; 10 – 11 years was the average age females first had conversations about menses; nearly 90% of females consider culture a source of strength; and over half of females had a rite of passage ceremony.

#### **Camp HOPE Tennessee: Findings and Lessons Learned**

**Amanda Hasselle, University of Memphis**

**Kathryn H. Howell, University of Memphis**

The current project stems from a three-year collaboration between the Family Safety Center (FSC) and a research team at The University of Memphis. Together, these organizations implemented Camp HOPE Tennessee, a week-long experience aiming to promote resilience among children affected by family violence. Family violence can erode children's self-perception, which is a crucial internal asset and resilience resource. Camp and trauma-informed interventions can enhance self-perception. The current study evaluates the impact of Camp HOPE on children's self-perception, using the Harter's Self-Perception Profile. ANCOVA's were run to compare self-perception between children randomly assigned to the camper or waitlist control conditions. Results revealed that campers (N=17) reported significantly lower Global Self-Worth scores one month after camp (M=18.53, SD=4.82), compared to control group (N=18) children (M=21.34, SD=2.41;  $F(1,34)=5.26$ ,  $p=.03$ ). Item-level analyses indicate that campers reported lower happiness with themselves as people and lower happiness with the way they do things. Considering these unexpected findings, suggestions for future intervention evaluations with families affected by violence will be discussed. Additionally, quantitative data and qualitative feedback collected at five months post-camp will be presented. Finally, the discussion will highlight "lessons learned" from the project (e.g., community partnership, successes/challenges, recruitment/retention, working with families in transition).

#### **Evaluation of the Native Spirit program, a culturally-grounded 10-session after-school program on an urban-based American Indian reservation**

**Amanda Hunter, University of Arizona**

**Mikah Carlos, Salt River Pima Maricopa Indian Community**

American Indian and Alaska Native (AI/AN) youth experience mental health disparities at an alarmingly high rate and do not always receive culturally-appropriate forms of treatment. Cultural connectedness has been identified as a protective factor against depression and other mental health concerns for AI/AN youth. Existing primary prevention programs for AI/AN youth have emphasized the need to incorporate cultural engagement in a meaningful way because it is a strong protective factor against mental health conditions and can positively impact academic outcomes. This study applied Community-Based Participatory Research (CBPR) principles with local community cultural experts on an urban-based American Indian reservation to adapt, implement, and examine the effectiveness of a 10-session, culturally-based after-school program (Native Spirit). The research team used a single group, pretest-posttest design (N=19) and conducted key informant interviews (N=11) with adolescents (grades 7-12) in an urban-based American Indian reservation community members to assess the impact of their participation in the Native Spirit program. We will present our quantitative and qualitative results on the impacts of participation in an after-school cultural engagement program on resilience, self-esteem, cultural identity, and academic outcomes.



#### **D4: Surviving and Reforming Social Systems (Perspectives): Room 4**

##### **Narratives of Resilience by Black Men Who Attended a Private Urban Boarding School: Embracing Strength and Hope in the Midst of Adversity**

**Hydeen Beverly, Oakland University**

This study explored the process of resilience of 16 Black men who attended a private boarding school located in a large urban city in southeastern Pennsylvania, which offers a college preparatory program for economically disadvantaged students from 1st through 12th grade. A key focus of this study is to understand the precursors of resilience that were present in multiple system levels, including macro, mezzo, exo, and micro to learn about specific strategies they use to navigate environmental and contextual adversity. This study examined socio-cultural factors that impact their process of resilience prior to enrolling in the school, throughout their attendance, and post-graduation (or departure). Narratives of Black men were analyzed to understand the strategies they use to navigate adversities, as well as the ways in which their capacity to face adversity changed over time. Key themes derived from this study focus on precursors of resilience that set the context for study participants to engage in and understand their process of resilience. The goal of this research is to inform social work practice interventions with Black youth and families.

##### **Moving Beyond Performative Allyship: Strategies for Nurturing Inclusivity Among Underrepresented Youth at Teen Dating Violence Organizations**

**Heather Storer, University of Louisville**

**Eva X. Nyerges, University of Louisville**

###### **Background & Purpose**

Inclusive organizational practices at Teen Dating Violence (TDV) organizations are critical for promoting resilience among underrepresented adolescents including LGBTQIA+ and Black Indigenous Youth of Color (BIYOC). Evidence suggests that teens are reluctant to seek services from TDV providers due to experiences of stigma and discrimination. This presentation will involve a conversation on TDV organizations' practices for working with LGBTQIA-identified youth and BIYOC and how organizations' digital resources counteract their commitments to diversity and inclusivity.

###### **Methodology**

Informed by Organizational, Resiliency, and Critical Race Theories, the present data emerged from a mixed-methods study involving interviews with national TDV organizations (n=35) and a digital ethnography of TDV organizations (n=60) digital footprints (e.g., websites, social media sites). Analysis involved thematic content analysis and critical discourse analysis.

###### **Results & Discussion**

Interview themes included distinct differences between how TDV organizations serve LGBTQIA+ youth and BIYOC. Services for BIYOC involved racially specific groups, external referrals, and encouraging racial representation among staff. Inclusive practices to serve LGBTQIA youth involved promoting gender-neutral language organization-wide. However, the digital ethnography revealed signs and symbols consistent with performative allyship, implicit bias, and the underrepresentation of discourses of inclusivity and intersectionality. Strategies for nurturing more inclusive organizations will be discussed.

##### **Standing On The Faultlines: When Migrants Advocate For Bipartisan Immigration Reform**

**Gitika Talwar, University of Washington**

Using findings from autoethnography, this presentation will focus on the biopsychosocial impact of engaging in bipartisan immigration advocacy in the United States from the years 2018 to present (ongoing). Against the backdrop of an increasingly polarized country where partisan divides have become more pronounced, using the lens of a first-generation Indian migrant in the Green Card backlog, this presentation will describe the impact of living in immigration limbo while appealing to Congress for bipartisan and incremental immigration reform. Engaging in bipartisan political advocacy can have a profound impact on the mind and body of migrants attempting to survive the system (e.g. preventing their own self-deportation) while also using the tools of democracy to advocate for the system's reform. This presentation will also explore the ongoing processes of resilience that promote a sense of self-worth, self-validation and wellbeing despite being confronted by systems that question worth, invalidate human misery and promote instability in the lives of immigrants. This presentation is an attempt to promote discussion about the inherent tension in bipartisan political advocacy and the role of Resilience researchers and practitioners in supporting the health of immigrants who are reliant on bipartisan immigration reform.

**Child Maltreatment Polyvictimization in Violent Communities in Ghana: Reflections from Young People on Resilience Enabling Social Systems**

**Alhassan Abdullah, University of Hong Kong**

**Ebenezer Cudjoe, City University of Hong Kong; Clifton R. Emery, University of Hong Kong**

**Purpose :** Polyvictimization is often commonplace for young people living in violent communities. The situation is no different for young people in Ghanaian Zongo communities where poverty, social disorder and social vices are prevalent due to structural reasons.

**Objective and Methods:** Using the social ecology of resilience and the qualitative short narrative approach, this study sought the perspectives of 23 young people about how social systems contribute to their positive development in high-risk neighborhoods.

**Findings:** Cultural values of solidarity, close-knit neighborhoods and peer support were common systemic enablers that facilitated young peoples' resilience. Cultural values of solidarity exemplified by mutual reciprocal exchange among residents created a safe environment and endowed environment which enabled the young peoples' resilience.

**Conclusion and Implications:** The study shows two-dimensional ecological level interactions that promote resilience for young people experiencing polyvictimization in violent neighborhoods. 1) Interactions in the form of a complementary role among environmental social systems—neighborhood, culture and peer systems. 2) Interactions between individual and the social systems to promote resilience. Also, it shifts the resilience discourse from a traditional conception of a community system to one of close-knit neighborhoods within urban slum areas.

**Teaching-Focused University Faculty (Affiliate Group): Breakout Room 5**

An informal meeting of people who are based at teaching-focused universities and similar institutions, hosted by Jonathan Davis and Esther Malm.

**Evening Reflection**

**Room 1**

**Monday, 5:00-5:15 pm (Central time)**

**Rupa Khetarpal**

**Tuesday, April 15**

**Morning Reflection**

**Room 1**

**Tuesday, 8:30-8:45 am (Central time)**

**Richard Tolman**

**Tuesday 9 to 10:15 am (Central time)**

**E1: Challenges And Opportunities To Using Restorative Justice Approaches To Respond To Incidences Of Gender-Based Violence And Aggression In The Twin Cities (Workshop): Room 1**

**Katie Querna, St Cloud State University; Adrienne Baker, Mitchell Hamline School of Law**

In the US, lifetime risk of experiencing gender-based violence (GBV) is 90%.

Some alternative/adjunctive approaches, such as restorative justice (RJ) have been suggested to respond to GBV. Restorative justice is an umbrella concept that refers to a diverse set of practices "...to involve, to the extent possible, those who have a stake in a specific offense and to collectively identify and address harms, needs, and obligations, in order to heal..."

Using RJ in GBV contexts is contested. Many RJ-informed GBV programs exist, however with scant evaluation, it is difficult to know how programs are defining, implementing, and assessing effectiveness.

Criminal legal approaches are adversarial-dissuading accountability and promoting alienation, providing limited healing. Thus, questions remain: How might restorative justice approaches inform processes that:

1. promote accountability and healing through restoration and collaboration?
2. support victims/survivors' needs for safety, support, and justice?

We explored these aims using Zoom focus groups infused with restorative and somatic approaches with practitioners who'd coalesced in response to increasing inquiry's for RJ responses. Participants of this workshop will experience part of those focus groups. We'll also share project history, community-based approach, and initial results and discuss implications for this study-the first step in a longer, community-based project.

**E2: Improving Community Research and Practice (Perspectives): Room 2**

**Community-based Approaches for the Assessment of Sex, Gender, and Sexual Orientation**

**Sarah Berretta, Boston University**

**Danielle Rousseau, Boston University; James C. Jurgensen, Accenture; Josephine Johnson, Boston University**

Survey questionnaires and assessment tools are often written in outdated formats which conflate sex and gender and restrict gender, sex, and sexual orientation to a binary structure. The current study aims to establish a valid and reliable assessment toolkit which will enable researchers and practitioners to accurately assess and report on sex, gender, and sexual orientation within a global context. This study includes data collected through anonymous online surveys and targeted focus groups, with participation in both components open globally. Data obtained will establish improved best practices for diversity, equity, and inclusion in research and human resources, most specifically for gender and sexual minorities. The current presentation will share preliminary findings from the global survey, address challenges of conducting research with historically marginalized populations, and highlight the strengths-based approach of working with cross-sector community partnerships.

**Native Spirit: Lessons learned on the community engagement process, adapting, and implementing a cultural engagement program for American Indian adolescents**

**Amanda Hunter, University of Arizona**

American Indian and Alaska Native (AI/AN) youth experience mental health disparities at an alarmingly high rate and do not always receive culturally-appropriate forms of treatment. AI/AN youth have the highest self-reported depression rates than any other ethnic/racial group and, in 2014, suicide was the second leading

cause of death for AI/ANs between the ages 10 and 34. Existing primary prevention programs for AI/AN youth have emphasized the need to incorporate cultural engagement in a meaningful way because it is a strong protective factor against mental health conditions and can positively impact academic outcomes. However, establishing a culturally-relevant program and research study has challenges of its own. This single group, pretest-posttest study applied Community-Based Participatory Research (CBPR) principles with local community cultural experts to adapt, implement, and examine the effectiveness of a 10-session, culturally-based after-school program that seeks to improve resilience, self-esteem, cultural identity, and academic outcomes among AI/AN youth. We will present our “lessons learned” on the adaptation, implementation, and community engagement process after developing a community-based program with an urban-based American Indian community.

### **E3: Rethinking and Reforming Programs (20X20s): Room 3**

#### **Answers from within: Community Based Institutional Reform**

**Kelechi Wright, University of Kansas**

The call for the abolition of the child welfare system has been gaining greater momentum from scholars, practitioners, and policy makers. Yet central to the conversation of reformation or deconstruction of the system, should be the voices of the community members that have been disproportionately affected by the institution's practices. This proposed presentation will be a summarization of the community informant portion of a qualitative Institutional Analysis (IA) research project assessing racial disparities experienced by the Black community in a mid-western county foster-care system. This discussion will focus on the process of creating community based participatory research using an IA framework and building trust and alliances amongst understandably skeptical community stakeholders. This presentation will discuss theoretical perspectives and approaches that suggest the need for more community led efforts in research and will challenge scholars to move beyond traditional research models to nuanced ones that are centered around collaboration and community resilience and strengths.

#### **Women at the center of converging public health crises of Trauma, Domestic Violence and Opioid Addiction: Helping address societal inequity by reducing shame and trauma, building resilience in recovery**

**Lynne Harris, Coastal Community Behavioral Health/Private Practice**

The pandemic has magnified social inequities across our society in many ways. During the COVID pandemic, both opioid addiction and overdose deaths have increased. So have concerns about domestic violence as people isolate in their homes due to mandates for sheltering in place or efforts to minimize the risk of infection. Women are at the intersection of these public health issues. Anecdotally, and in the research, we know that there are high rates of domestic violence among women seeking treatment for opioid addiction, as well as high Adverse Childhood Experiences scores.

This presentation will explore how we, as a society and as providers, can help women by recognizing the role of shame as a barrier to seeking treatment, and, in recovery and as a factor in relapse. Since addiction invariably has its roots in trauma, effective trauma-sensitive approaches will be shared, addressing the tricky balance between the use of controls for compliance in more traditional treatment programs, and non-judgmental, neurobiologically based support.

#### **Identifying entry points for individual and community resilience in South Sudan**

**Alexandros Lordos, University of Cyprus**

**Alexander Guest, Centre for Sustainable Peace and Democratic Development; Christopher Louise, Centre for Sustainable Peace and Democratic Development; Georgia Christou, University of Cyprus; Eleni Anastasiou, University of Cyprus**

According to the 2019 Fragile States Index, South Sudan is the third most fragile state globally. Violent conflicts and economic shocks have led to a dramatic erosion of livelihoods and wellbeing of South Sudanese communities. In this context, the United Nations (UN) is focusing its in-country efforts to building multisystemic resilience, through an integrated One UN approach. However, there is limited evidence on which capacities – individual, material, communal or institutional – most contribute to resilience. In this context, we conducted a multilevel study, with 1,384 South Sudanese participants including 45 Boma chiefs from regions of the country which have faced a diversity of conflict-related, environmental and economic shocks. Adaptive life outcome was also defined multidimensionally, to include psychological well-being, food security and a peaceful nonviolent orientation. Data collection for the study was completed in late 2019, while results are currently being analyzed. Resilience scores will be calculated as the regression residual of adaptive outcomes against

cumulative adversity, to then identify characteristics and assets which leverage positive developmental outcomes. This knowledge will inform UN and government policies and programs in South Sudan, while providing broader insights into processes of multisystemic adaptation in times of complex adversity.

**“Work with us and not against us”: Creating a Safe Space for Hearing the Voices of African-American and Refugee Parents for a Statewide Maternal and Child Health Needs Assessment**

**Nidal Kram, University of Arizona**

**Nicole P. Yuan, University of Arizona; Priscilla Magrath, University of Arizona; Kelly Palmer, University of Arizona; Martha Moore-Monroy, University of Arizona; Velia Nuño, University of Arizona; John Ehiri, University of Arizona; Sabrina Butler; Abidemi O. Okechukwu**

The University of Arizona and the Arizona Department of Health Services collaborated on a statewide maternal and child health (MCH) needs assessment. Many marginalized communities, including the African-American and refugee populations, are underrepresented in data reports. This presentation describes a community-based participatory research process of establishing trust and hearing the voices of African-American and refugee communities to understand their MCH needs in Arizona. Critical steps included building strong partnerships with community leaders and following their recommendations for culturally-relevant practices for conducting interviews. The Coalition for African-American Health and Wellness and Healthy Start-South Phoenix led recruitment efforts with African-American communities and instructed the project team to listen to participants' stories rather than follow a structured script. A Sudanese graduate student recruited and conducted individual interviews with Sudanese women. Her background allowed her to conduct interviews in participants' homes and follow cultural practices that typically occur in those settings. The methods created a “safe space” for discussion of sensitive topics including distrust with institutions, lack of cultural competence among providers, racism and structural bias. The community partnerships were critical for the successful implementation of empowerment, participatory and culturally-appropriate approaches for the statewide health needs assessment.

**Bully Prevention: Establishing Resiliency Among Youth with Disabilities**

**Chad Rose, University of Missouri**

**Nikita McCree, University of Missouri; Monica Romero, University of Missouri; Stephanie Hopkins, University of Missouri**

Bullying has become a pervasive problem among the nation's youth. This problem is especially germane for youth with disabilities, as they are disproportionately involved in the bullying dynamic. Specifically, youth with disabilities are identified as perpetrators and victims more often than their peers without disabilities, and this discrepancy persists over time. Over the past several years, evaluations on risk and protective factors, interventions, and supports have been conducted, especially involving at-risk subgroups of students. This talk will briefly outline methods of recognizing, responding, and reporting bullying among youth with disabilities, while supporting their social and emotional development. Specifically, this talk will focus on social and communication skills as a mechanism by which youth with disabilities can build resiliency and reduce or eliminate their involvement in bullying. The focus will hinge on social and communication skill acquisition, because these are two of the most important risk factors associated with youth bullying involvement. Ultimately, attendees of this session will understand how to identify bullying, specific risk and protective factors associated with youth with disabilities and other risk characteristics, strategies for prevention and intervention, and legal obligations. The goal of this session is to help establish bully-free schools for all.

**E4: Aggression and Trauma (Perspectives): Room 4**

**Gender and gender-constellations in aggressive behavior between parents and children**

**David Mehlhausen-Hassoan, University of Haifa**

This presentation reports findings of a research on aggressive behavior between parents and their children from a gender perspective. Young adults (N=508) reported incidents of aggressive behavior, verbal and physical, by their parents against them, and by themselves against their parents, during their years in middle-school. The main research questions are: 1) What is the effect of the perpetrator's gender? 2) What is the effect of the victim's gender? 3) What is the effect of the gender-constellation between perpetrator and victim (i.e., mother-daughter, mother-son, father-daughter, father-son) on the aggressive behavior? The research data are already collected, and their analysis has begun. The findings are expected to advance a better understanding of the significance of gender and gender-constellations for aggressive behavior between parents and their children. The approach from both sides (i.e., parent-to-child, and child-to-parent aggression),

of both major forms of aggression (i.e., verbal and physical), across all gender-constellations, is a novelty and may reveal distinct patterns of aggressive behavior for each specific constellation. Such results might prove useful in assessing the risks for victimization in families that show some form of aggressive behavior, in the prevention of further escalation, and even in the approach for professional intervention.

#### **Emotional and behavioral response to neighbors' partner violence**

**Zeev Winstok, University of Haifa**

**Ruth Berkowitz, Faculty of Social Welfare & Health Sciences, School of Social Work, University of Haifa**

The purpose of this presentation is to report the findings of a research that studied neighbors' responses to intimate partners' physical violence. This study examined a broad array of interventional behavioral responses such as calling the police or the welfare services, and a wide range of negative emotional responses such as anger or fear. The cases studied consisted of several different hypothetical events. In one event the man used physical violence against the woman, in another event the woman used physical violence against the man, and in a third event the physical violence was mutual. A fourth event was indistinct because the genders of the victim and perpetrator were unclear, although it was clear that there was partner physical violence. This study enables to reveal attitudes toward partner violence as expressed in emotional and behavioral responses. The study was based on research instruments developed to provide answers to these questions, and on a sample consisting of 384 adult men and women, secular and religious. The research data have been collected already and their analysis has currently begun. The findings are expected to advance a deeper understanding of the perception, meaning, experience and response that the public assigns to partner violence.

#### **Stereotype Threat: Resilience & Redefinition**

**Arlene Garcia, University of the Virgin Islands**

Steel and Aronson (1995) defined stereotype threat as a situation in which a person is at risk of conforming to a stereotype that applies to their identity group. This can be applied not only to demographics such as race, but also age, gender, class, culture, physical or cognitive ability, and gender identity. There are many stereotypes that exist in the United States and globally about people of color. Most stereotypes about people of color in the Western world are negative and degrading. This presentation will address aspects of stereotype threat, its impact of identity development, and frameworks used to describe and explore responses to this phenomenon.

#### **Trauma and a Pandemic: Supporting Students during Extraordinary Times**

**Amber Gentile, Cabrini University**

COVID-19 has presented a situation in which we have all been impacted by stress and/or anxiety in some way. We know that all of our students have been impacted by the pandemic and so have their main support systems including family, teachers, and friends! It may have caused confusion and led to feelings of anxiety and worry. It may have caused secondary adversities related to isolation, economic hardship, and unmet basic needs. Risk of violence and abuse in the home may have increased. We know the day to day life of students was disrupted which may have prompted feelings and elicited similar reactions as those of trauma. For some, it added to preexisting trauma, disparities, and adversity. A trauma informed approach is necessary always, but especially during these times. This panelist will explore the effects a pandemic can have on students, particularly for those who have experienced trauma and will share ways to support students during extraordinary times.

#### **Narratives for Professional Development (Professional Development Group): Breakout Room 5**

An informal meeting that will provide an opportunity to explore the benefits of narrative for professional development at all stages, hosted by Victoria Banyard.

**Tuesday 10:45 to 12 noon (Central time)**

#### **F1: Strengths-Based Programs for Youth (20X20s): Room 1**

**Your Life, Your Story: Community Partnership To Enhance Resilience Among Latino Youth**

**Susana Mariscal, Indiana University**

**Virna Diaz, Latino Health Organization; Monica A. Medina, Indiana University; Silvia M. Bigatti, Indiana University**

Your Life, Your Story (YLYS), is a community-based, multicomponent and interdisciplinary program to enhance resilience among Latino youth implemented through a strong community partnership. This program resulted

from community-based participatory research that emerged as a response to the 2010 Indiana Minority Health Coalition report, which identified higher suicide and depression rates among Indiana's Latino high-school students, compared to non-Latino White peers. YLYS consists of a week-long summer day camp for Latinos ages 12-18. Guided by the tenets of Positive Youth Development, our YLYS components develop intrapersonal and interpersonal protective factors among Latino youth through an arts-based program that follows a story-telling framework. In 2019, the 6th year of the program, there were 37 YLYS participants, 13 girls and 24 boys. On average, they were 13.8 years old and about half of the participants were at least in 8th grade. We assessed depression, hope, and resilience before and after YLYS participation. Significant gender differences were found in depression scores at pretest. Significant pre-test-posttest differences showed increases in hope and resilience scores but no change in depression scores. Qualitative findings corroborated these improvements. Practice implications will be discussed.

#### **Does the Enlightened Youth Project See the Light? A New Enterprise for Youths at Risk** **Ronit Peled Laskov, Ashkelon Academic College**

The aim of the present research is to examine the relationship between participation in the Enlightened Youth project for youths at risk and integration in employment at the end of the process, type of employment, dropout from school, and enlistment in the army. A database was prepared containing information on all the youths (499 in number) who were admitted to a multidisciplinary day Centre for Youths at Risk in Israel, of whom 86 participated in the project. In order to match a comparison group to the youths participating in the project, the Propensity Score Matching method was operated. The research findings show a significant correlation between participation in the project and all the parameters examined, with implications regarding employment as a contributing factor among youths at risk, in terms of their personal lives, as well as financial and social wellbeing.

#### **Role of human centered design in the quality of educational environments: increasing the effectiveness of communications in a remote international context**

**Shafagh Hadinezhad, University of Illinois at Urbana-Champaign**  
**Ananya Tiwari, University of Illinois at Urbana-Champaign**

The transformation in design research from the emphasis on objects to the purpose has affected the way design as a process is undertaken (Sanders & Stappers, 2012, p.17). Using human centered approach has brought the opportunity of providing a learning environment for all the stakeholders of a design project. It has also changed the role of people directly connected to the problems from passive to active players in the problem solving process.

In the present study, we combined human centered design approach to solve an educational challenge with young rural girls in India. Using the transformative design paradigm, the problem was chosen by them instead of us. They collectively chose to work on "Acquiring English as a second language along with socio-emotional skills". We collaborated in the areas of design thinking and pedagogical inputs, in creating curriculum around the problem based out of a different country.

The current work describes the challenges that designers and educators face when they are working together in a participatory environment using human centered techniques to tackle issues of learning environments without compromising the original intent, along with certain solutions. These challenges seem to exaggerate with multinational components and present novel dimensions, not presented earlier.

#### **F2: How Emotion Regulation Can Protect Against Aggression and Violence (Perspectives Panel): Room 2**

Consistently, researchers have found that previous experiences and hostile attitudes predict later aggressive behavior. More recently, the literature has explored the effects of emotion regulation as a protective factor for the risk of aggression and violence. Emotion regulation is the ability to maintain emotional control during times of adversity and stress. The prevalence of risk factors that can lead to subsequent perpetration behavior vary, so it is critical to understand the coping mechanisms involved, and whether emotion regulation can protect against aggression and violence. In this symposium, we report research on the effects of emotion regulation concerning heterosexual men's aggressive behavior toward gay men (Ray & Parkhill), how regulation strengths can buffer the relationship between interparental violence and sexual assault (Taylor & Parkhill), and finally, how the relationship between perceived hostility toward women and impulse control difficulties can predict relationship violence (Parkhill, Ray, & Cook). Future directions and current limitations will be discussed.

## **Improving the Emotion Regulation of Anger Could Reduce Heterosexual Men's Aggressive Behavior toward Gay Men**

**Travis Ray, Oakland University**

Gender Role Enforcement Theory (GRET) explains that heterosexual men who adhere to norms of masculinity often perceive that gay men violate gender norms. Such perceptions could induce anger and motivate aggression as a tactic to enforce norms. It was hypothesized that increased emotion regulation abilities would be a protective factor for heterosexual men's aggression toward gay men. Heterosexual men living in the United States ( $N = 393$ ) completed measurements of adherence to masculine gender norms, anger, emotion regulation, and aggression toward gay men. Consistent with GRET, the results of a moderated mediation indicated that anger fully mediated the relationship between adherence to masculine gender norms ( $a = .28$ ,  $t = 7.15$ ,  $p < .01$ ) and aggression ( $b = .35$ ,  $t = 2.17$ ,  $p < .05$ ). Additionally, emotion regulation moderated the effect of anger on aggression ( $b = -.65$ ,  $t = -3.21$ ,  $p < .01$ ). Simple slopes analyses suggested that men with high emotion regulation abilities were significantly less likely to perpetrate aggression compared to men with low emotion regulation abilities ( $\beta = -.24$ ,  $t = -3.25$ ,  $p < .01$ ). Improved emotion regulation abilities among heterosexual men may be a crucial target for interventions aiming to reduce aggression toward gay men.

## **Examining Moderating Effects of Regulatory Strengths as Protective Factors for Interparental Violence and Sexual Assault**

**Elizabeth Taylor, Oakland University**

Experiencing interparental violence is a key risk factor for predicting sexual assault behaviors. Using moderator analyses, we explored 4 regulatory strengths as protective factors for the relationship between interparental violence and sexual assault.

We conducted preliminary analysis of 98 college males ( $M=20.31$ ,  $SD=3.06$ ) who completed a survey assessing strengths, interparental violence, and sexual assault. Regulatory strengths included emotion regulation, endurance, recovering positive affect, and self-reliance.

In this sample, self-reliance moderated the affect of interparental violence on sexual assault perpetration ( $\beta = -.30$ ,  $t = -3.22$ ,  $p < .01$ ). Simple slopes analyses suggested there was no relationship with self-reliance and sexual assault for men with high interparental violence ( $\beta = -.22$ ,  $t = -1.90$ ,  $p = .06$ ). At low levels of interparental violence, high self-reliance was related to high levels of sexual assault ( $\beta = -.22$ ,  $t = -1.90$ ,  $p = .06$ ). Within low self-reliance, men with high interparental violence reported more sexual assault than those with low interparental violence ( $\beta = .55$ ,  $t = 4.61$ ,  $p < .001$ ).

Findings suggest that high levels self-reliance may be more counterintuitive regarding the relationship between interparental violence and sexual assault. Self-reliant individuals may not be receiving the support needed from their parents even if violence is not occurring. Efforts should be focused on intervening with other resilient coping mechanisms regarding sexual assault perpetration.

## **Impulse Control Difficulties Moderates the Relationship Between Negative Attitudes about Women and Relationship Violence Perpetration in Men**

**Michele R. Parkhill, Oakland University**

Hostility toward women (HTW) has frequently been correlated with sexual assault perpetration, but many of the correlates of sexual assault have not been examined in relation to relationship violence (RV), where the focus is frequently on alcohol or provocation. Further, sexual assault researchers have recently found support for impulse control difficulties (ICD) serving as a moderator of the relationship between various attitudes/behaviors and sexual assault perpetration. The current study sought to extend this research by examining whether impulse control difficulties would moderate the relationship between HTW and RV. Men ( $N = 390$ ) living in the United States were recruited through Mturk to participate in a survey study about violence and aggression. Results suggest that impulse control difficulties significantly moderated the relationship between HTW and RV, such that when ICD was low, there was no relationship between HTW and RV; however, when ICD was high, higher HTW was related to more past RV. The results suggest that emotion regulation – in particular, impulse control difficulties – is an important component of violence against women. Intervention programs aimed at increasing control of one's emotions may have a significant effect on lowering rates of violence against women.



**F3: What Does Power Sharing Actually Look Like? Key Learnings And Lingering Questions About Power Sharing Within A Participatory Action Research (PAR) Team (Hot Topics Panel): Room 3**

**Danielle Littman, Graduate School of Social Work, University of Denver; Kim Bender, Graduate School of Social Work, University of Denver; Meredith Mollica, Graduate School of Social Work, University of Denver; Tom Lucas, Colorado Coalition for the Homeless**

In the past several years, Participatory Action Research (PAR) has gained traction as a significant social science research methodology. While PAR embraces power-sharing as a value and philosophy, little work has explored how academic and community-based researchers may best share power. This “Hot Topic” presentation will illuminate the experiences of five research team members – a university professor, two clinicians, and two Peer Support Specialists – who have been facilitating a three-year PAR process which explores the role of peer support (paid staff with lived experiences of homelessness) for homeless and unstably housed youth in Denver.

This Hot Topic presentation will begin with the lead presenter’s findings from qualitative interviews with each of the research team members about their experiences of navigating power on their PAR team, with a focus on using values as a guide to name power and resource realities and distinguish equity from equality. The presentation will continue with an interview-based dialogue about stumblings, “aha moments,” and key learnings about power sharing for each research team member. The presentation will end with suggestions for how future PAR teams may most equitably and meaningfully share power.

**F4: The Emerging Science of Dose For Trauma & Resilience (Workshop): Room 4**

**Sherry Hamby, Life Paths Research Center & University of the South**

In the last 20 years or so, something truly revolutionary finding has been discovered about trauma: that it is not so much person’s experience of a particular traumatic event, but their lifelong cumulative burden that explains most of the physical and psychological consequences, creating a strong dose-response effect. We have learned that trauma is far more pervasive than we realize, because we need to look at the full spectrum of traumatic events, including child maltreatment, family problems, peer victimization, community violence, and racism. All of these contribute to our allostatic load, the “wear and tear” on our body, in similar ways. The pandemic, too, has added to our dose of trauma. A broader lens shows that most people are exposed to trauma by the time they reach adulthood. Extensive scientific evidence has documented that more than 40 biopsychosocial outcomes, including leading causes of adult morbidity and mortality, are associated with trauma history. Perhaps unexpectedly, the pervasiveness of trauma also expands our understanding of resilience, which is likewise more common than previously recognized. Emerging research on positive childhood experiences and poly-strengths suggests that individual, family, and community strengths may also contribute to outcomes in a dose-response relationship. Indeed, higher doses of strengths can counteract even large doses of trauma. The next generation of resilience research will focus on determining the optimal combination of assets and resources to promote resilience.

**Creating a Strong CV (Professional Development Group): Breakout Room 5**

An informal meeting of people interested in tips on arranging your CV for maximum impact, hosted by Lacy Jamison and Hannah Gilliam.

**Tuesday 1:00 to 2:15 pm (Central time)**

**G1: “There is no such thing as a natural disaster.” Creating a Restorative Community in the Midst of Historic Inequities, Covid-19, and More: Room 1**

**Michael Edwards, Phoenix 50 Consulting, LLC; Coco Papy, Deep Center; Eugene Priester III, EP3 & Associates and Tayba Foundation**

Deep Center’s 2020 policy brief, Building a Restorative Community, provides a framework for Savannah and Chatham County declaring itself a Restorative Community and implementing reforms and policies to that end, even as the community combats the pandemic. Recommendations for establishing a Restorative Community fall in three categories aimed at rebuilding community health and power: 1) criminal justice and juvenile justice reforms; 2) a strong social safety net; 3) equitable access to mental health care and wellness.

The Mayor of Savannah has established a group of task forces focused on addressing historic and current inequities and injustices throughout the community. Two, the Advocates for Restorative Communities in Savannah and Savannah Citizens Accountability and Review of Emergency Services committee, are charged

with developing policies and procedures to advance the reforms and policies required for development of Savannah as a Restorative Community.

The newly elected District Attorney has appointed her Chief Assistant as director of policy and programs assigned to engage in community discussions to define its role in the establishment of a Restorative Community.

This session will discuss how Deep Center, two Savannah task forces and the DA's office are working together to implement policy change to develop a Restorative Community.

#### **G2: Building Youth Empowerment – Strengths Across Settings: Room 2**

**Victoria Banyard, Rutgers University; Jacquelyn Duron, Rutgers University; Katie M. Edwards, University of Nebraska – Lincoln; Heather McCauley, Michigan State University; Gena Jefferson, The NYC Alliance Against Sexual Assault; Annelise Mennicke, UNC Charlotte**

This hot topics panel considers the question of how to promote youth empowerment and success. Terms like “empowerment” and “strengths” appear with increasing frequency in the violence prevention and intervention field. But what do we really mean by strengths or protective factors and how do these variables operate for youth across different contexts (youth who are involved in systems like the juvenile justice system, or marginalized youth who experience racism)? How do we understand strengths among at-risk youth who may already have experienced trauma and marginalization? This panel includes researchers who have worked with youth across a number of key settings and who will explore ways that they define strengths and what research findings about the protective power of these variables says about new approaches to prevention and response.

#### **G3: Compassion and Self-Care: Room 3**

**This Is My Day: Predictive Factors Of Trauma Anniversary Reactions Marked By Growth.**

**Madeline Bruce, Saint Louis University**

**Terri L. Weaver, Saint Louis University**

The anniversary of a traumatic event has conventionally been thought of as a unique trigger capable of exacerbating posttraumatic stress symptoms. Yet, anecdotal evidence suggests that anniversaries can be marked by posttraumatic growth (PTG), such that people celebrate a newfound strength or renewed appreciation for life near or on the anniversary date. The current study uses the Cognitive Stress and Growth Model to examine potential predictors of anniversary-specific PTG. A pool of 240 participants endorsing “an emotional reaction on near the anniversary of a tragic event” were recruited on Amazon's Mechanical Turk. These participants answered surveys assessing their anniversary experience and potential predictors including their perceptions of control, rumination style, trauma centrality, and the extent to which they have made meaning of their trauma. A hierarchical multiple regression revealed that deliberate or problem-solving-focused rumination, perceived present control, and successfully integrating the trauma into a cohesive, meaningful narrative all predict a growth-related reaction. The study represents one of the first to investigate empirically predictors of trauma anniversary reactions and offers directions for further research and potential clinical implications.

**Veganism as a Way to Build Body, Mind, and Spirit Resiliency**

**Abbie Nelson, Michigan State University**

There is expanding evidence of the physical and mental health benefits of eating a plant-based diet. A growing population of people are exploring veganism not just for the health benefits, but to align with values of causing less harm to animals, the environment, and other people. This presentation will present the results of a qualitative inquiry case study of 5 ethical vegans exploring the experience of living a vegan lifestyle and in what way this diet and lifestyle may lead to resiliency of the body, mind, and spirit. Interviews with participants were transcribed and coded. Themes included the resilience and skills needed to become a vegan, influence on others, and a variety of subthemes connecting this lifestyle with increased resiliency in various areas of participant's lives. Participants discussed that although challenges arise choosing a lifestyle that is different than the dominant culture, the benefits of feeling more grounded in their values and ethics, with a clearer vision for their purpose, outweighed the costs. These results have implications for development of future lifestyle interventions that include a component of diet that may support clients in not only increasing their physical health outcomes but finding resiliency with a stronger sense of self.

### **The Case for Compassion: Where Authentic Care and Resilience Meet**

**Shelby Clark, University of Kansas**

This presentation will explore how compassion fuels resilience among helping professionals. While some scholars have suggested that an overuse of compassion may lead to negative outcomes like compassion fatigue and burnout, others have positioned compassion as a main factor in professional resilience. Ledoux (2015) explained, “We misapprehend that compassion may leave us vulnerable, when in fact it appears to give us the strength to act, increases resilience and sustains and supports us.” Framing compassion as a seed to negative professional outcomes presents the potential risk that helping professionals receive the message that it’s okay to care, as long as they don’t care too much. In reporting findings from a qualitative study that explored the meaning of compassion amongst a group of social workers, this presentation will investigate how study participants developed emotional, relational and professional resilience through the use of compassion and self-compassion. The subtle differentiation between authentic compassion and ego-driven care was central to participants’ conceptualization of how compassionate practice assisted in developing resilience rather than burnout. While ego-driven care masks as care for others, it is really about fulfilling one’s own needs and self-image. This presentation will explore compassion practices as drivers of resilience and change.

### **G4: Strengthening Relationship: Room 4**

#### **Promoting Student Feelings of School Belonging by Building Teacher-Student Relationships**

**Kisha Radliff, The Ohio State University**

**Karla Shockley McCarthy, The Ohio State University, College of Social Work**

Indicators for youth wellbeing reflect a negative trend that is troubling. Mental health issues affect one in five children. Mental health, social isolation, and bullying are often cited to explain violent behaviors that are more frequently expressed at school. Exploration of research on student wellbeing revealed that the majority of school-based interventions focus on behavioral modifications and prevention programs often aimed at bullying and suicidal behaviors. There is also a growing body of literature examining the effect of current school-wide positive behavioral intervention supports and social-emotional learning on student outcomes. These interventions have not been enough to counter the decline in student wellbeing. Student belonging is indicated as a protective factor to student mental health and resiliency, but research on interventions promoting teacher-student relationship building or enhancing student feelings of belonging is absent. Conceptualization of the teacher-student relationship as a vehicle to promote student feelings of belonging and reduce social isolation has not been actualized. Examination of teacher-student relationships to promote student feelings of school belonging from a self-determination theoretical perspective is analyzed. The potential of the Nurtured Heart Approach (NHA) as an intervention to improve teacher-student relationships and improve student feelings of school belonging is considered.

#### **Combatting MMIWG through Native girl-centered programming**

**Kelly K Hallman, IMAGEN**

Interest in combating Missing and Murdered Indigenous Women and Girls is welcomed and overdue. U.S. policy discussions however are dominated by law enforcement approaches, instead of those originating with the community. We contend that to increase their safety and well-being, we must systematize a flexible, culturally informed, grassroots approach that engages Native women and girls directly and allows them to “be seen” before ending up missing. The session will describe a recent initiative in Indian Country that equips Native-led groups with strategic skills to design, implement and assess neighborhood-level “Girl Societies” that meet weekly and are facilitated by local women. The Indigenous Adolescent Girls’ Empowerment Network (IMAGEN) model has been honed over twenty years in indigenous communities globally and shown efficacious for a range of well-being indicators. Its focus on inter-generational female solidarity makes it relevant for Indian Country and is viewed as a way to strengthen Native matriarchal protective social structures. The approach could help fight MMIWG by providing girls a reliable place to de-stress, have fun, and learn cultural traditions and skills. Weekly meetings, with real-time attendance data, enable Girl Societies to serve as an early warning system for girls facing intense challenges at home or school.

#### **It’s Who You Know: How To Understand And Bolster Informal Mentorship Relationships To Build Resilience In Our Young People**

**Grace Gowdy, North Carolina A&T**

It is very likely that a young person growing up in our country today, especially a young person of color or raised in a low-income household, will experience the same economic circumstances in adulthood that their parents

did. This Intergenerational economic persistence can be understood as an adversity, in that it is a difficult and unjust likelihood that they face, and that it can be overcome by building resilience.

Informal mentors may be able to help build that needed resilience. Informal mentoring relationships are naturally-occurring mentoring relationships between youth and non-parental adults. These mentors may be teachers, coaches, neighbors, or other community members. Informal mentoring is a strengths-based approach to building resilience, acknowledging and prioritizing youth voice in their ability to choose a mentor best fit for them.

Although mentoring literature has long suggested that informal mentors may promote upward mobility for young people most likely to be economically immobile, studies have only recently focused on this important topic. This 20x20 presentation will highlight a growing research program that tries to capture and understand the role informal mentors have in promoting actual economic mobility in young people, particularly those of color and those from low-income homes.

### **Building Resilience Through Attachment**

#### **Victoria LeBlanc, Attached Parenting**

With childhood adversity being one of the largest public health crises we face today, knowing how to build resilience in children and their families is critical. Recent research shows that responsive caregiving builds resilience in children. At the heart of responsive parenting is a secure relationship between parent and child. Attachment Parenting International has outlined 8 principles of parenting which addresses how to build healthy and secure attachment between the child and parents and other caregivers. By teaching families, caregivers, educators, and other professionals about the importance of attachment and the principles of attachment parenting, as identified by Attachment Parenting International, as well as how to apply them to raising and working with children, we can dramatically increase resilience in both children and families. This presentation provides attendees with a look at how the principles of attachment parenting provide the answer for increasing resilience. With over 6 million children in the United States alone experiencing 4 or more childhood adversities, this is a problem which needs to be addressed. Learning to develop healthy, secure attachments with parents and other caring adults using the 8 principles of attachment parenting is exactly the answer we are looking for.

#### **Virtual Community-Engaged Research (Interest Group): Breakout Room 5**

An informal meeting of people interested in this topic, hosted by Nicole Yuan. Recent experiences adapting data collection for the pandemic will be shared, along with unexpected insights.

**Tuesday 2:30-3:30 pm (Central time)**

### **Keynote**

#### **Main Stage**

**Tuesday 2:30-3:30 pm (Central time)**

### **Preventing Child Abuse: The Next 10 Years**

**Dr. Melissa Merrick**

**Tuesday 3:45-5:00 pm (Central time)**

#### **H1: Pathways to Resilience: Intersectional and Intergenerational Feminist Work (Hot Topics Panel): Room 1**

**Ann Ziergiebel, Salem State University; Amy Rutstein-Riley, Salem State University**

As lifelong educators in PK-12 and Higher Education, we experience the collision of three pandemics: systemic racial injustice; systemic economic injustice; and the viral spread and consequences of Covid-19 as critically urgent issues shaping the field of education. Navigating this current cultural context revealing enormous

fissures of inequality, lays bare the immediate need to deepen our trauma-informed practices, including raising critical consciousness; fostering resilience; and locating and harnessing personal power. Bettina Love (2019) reminds us, “62% of all children come to school every day experiencing some type of trauma.” The impacts of trauma permeating the lives of students and teachers in PK-12 and university classrooms, necessitates educators to infuse our practices with a trauma-informed approach. (Love, 2019, p. 75)

Drawing upon our intersectional and intergenerational feminist work in The Girlhood Project (TGP) and Higher Education Teacher Candidate mentoring, and from insights gained from partnering with middle and high school girls, undergraduate and graduate research and teaching assistants, in this session we will introduce TGP's feminist pedagogies: identity; feminist consciousness; embodied vulnerability; and allyship ([www.thegirlhoodproject.org](http://www.thegirlhoodproject.org)). TGP's pedagogies as pathways to resilience as viewed through a trauma-sensitive lens will be explored with session participants.

## **H2: Understanding Resilience of Young Adults (20X20s): Room 2**

### **Finding New Pathways: Innovative Alternatives to Justice and Closure for Survivors of Sexual Assault**

**Katelyn Chisholm, University of Arizona**

Survivor-Victims (SV) of sexual violence infrequently report to the criminal system and those who do are often further harmed, revictimized and traumatized by this experience. Additionally, many SV are often underserved by available community programs. While past research highlights why many SV elect not to participate in the criminal process, little is known about what alternative pathways SV would find beneficial. Past research has called to directly hear victim voice. This qualitative research project was completed by collecting and analyzing qualitative data from small focus groups with Arizona-based SV as the participants. SV were asked what goals, need, and desires they have or had after assault, and what pathways could exist to reach those goals. They were also asked if they are interested in the concept of restorative justice programming, and how they would want that to be implemented. Additionally, for SV who went through any step of the criminal process, SV were asked how they perceived harm done to them, if any, and how they believe that harm can be minimized and potentially repaired. This project was implemented in collaboration with the Arizona Coalition to End Sexual and Domestic Violence (ACESDV).

### **Student Activism and Campus Climate Survey Design**

**Rachel Hanebutt, Vanderbilt University**

Initiated by Greek life-affiliated student leaders at a private, midwestern university, this project was the first of its kind to bolster student activism while simultaneously collecting student perspectives in a coordinated, yet participatory fashion. Student leaders were frustrated by the lack of insight gained by their institution's campus climate survey. More specifically, students identified a knowledge gap in regard to collected climate data and what they wanted to know about sorority members' experiences of sexual interactions, assault, and harassment. Additionally, student leaders aimed to identify dangerous situations and spaces of these experiences; a feat that focused on the Greek life network more broadly. Utilizing student-led revision and dissemination of a variety of campus climate survey items, this project embraced student group's goal of more effectively learning about their campus community for the purpose of collective action. Specifically, student leaders co-created, promoted, and hosted findings discussions with affinity groups (i.e. individual sororities, Greek leadership). This process, while community-led, involved academic researchers in the analysis and tailored presentation of findings. Institutional dilemmas in regard to control over data and messaging, as well as ethical concerns of presenting research on sensitive topics back to the communities from which it is source, are discussed.

### **Men's Experiences of Dating Violence and Help Seeking**

**D. Gaye Warthe, Mount Royal University**

**Peter Choate, Mount Royal University; Cathy Carter-Snell, Mount Royal University**

Although dating violence against men on post-secondary campuses is recognized, there is a lack of research on men's experiences. Existing studies have not provided clarity on the context or types of violence most frequently experienced by men. That men experience significant barriers that discourage them from disclosing is not disputed. However, 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. This presentation will focus on the preliminary results of a qualitative examination of men's experiences of dating, domestic and sexual violence on Canadian post-secondary campus including help seeking behaviors and early recommendations for service needs of men.

### **H3: Restorative Circles; An Introduction for Researchers and Practitioners (Workshop): Room 3**

**Lama Hassoun Ayoub, Center for Court Innovation**

This workshop on restorative justice will be structured as a virtual learning circle. Limited to 15 attendees. Lama Hassoun Ayoub, a Senior Fellow at the Center for Court Innovation is currently Principal Investigator on a randomized controlled trial evaluating restorative practices in high schools, an evaluation of a school-based trauma-informed violence prevention program, and studies supporting tribal justice systems. She also leads research studies on a wide range of topics, including schools and youth, community supervision and reentry, and tribal courts.

### **H4: Innovations in Resilience (20X20 & Perspectives): Room 4**

**Somatic Self-Compassion Training Reduces Perceived Stress, Internalized Shame, and Bodily Shame while Increasing Coping Self-efficacy and Self-compassion**

**Kristy Arbon, HeartWorks Training LLC**

**Sara B Taylor, Hendrix College; Faith Reynolds, Hendrix College**

Somatic Self-Compassion® training is a newly developed trauma-informed mindfulness, embodiment and self-compassion training that was designed to combine interoception and sensory modulation in order to teach individuals to more effectively cope with current and past stress. Thirty-two non-clinical adults across five cohorts participated in this pre-post design feasibility study. Participation in Somatic Self-Compassion® Online resulted in significant reductions in perceived stress, internalized shame, and bodily shame and significant improvements in coping self-efficacy and self-compassion. Of particular importance for moving the field of self-compassion research forward is the strengthened case for inclusion of shame as a dependent variable in order to understand the relationship between self-compassion, shame, and stress.

**Conceptualizing Resistance And Social Change As Social-Ecological Resilience Among Communities Of Color**

**Kristin McCowan, University of Washington**

Communities of color are often collectivist cultures that learn, grow, and heal in community; as such, representations of resilience should reflect this capacity to create social change while maintaining one's cultural identity. While existing definitions of psychological resilience focus heavily on identifying individual characteristics that mediate the negative impact of adverse experiences, social-ecological frameworks of resilience offer opportunities to consider the ways that social, political and economic systems influence an individuals capacity to absorb adversity. However, these frameworks are lacking because they gloss over the fact that changes in the sociopolitical environment are necessary if we are to address the root causes of social injustices. This perspectives talk seeks to address this gap in several ways. First, I incorporate a liberatory perspective in our conceptualization of resilience among Latinx, Black, and Indigenous communities. Secondly, I consider Sociopolitical Development (SPD) as a process by which individuals acquire the knowledge, analytical skills, emotional faculties, and capacity for action in political and social systems. SPD is necessary to interpret and resist oppression, can be leveraged to promote collective action, and to change social systems. The SPD building process can lead to healing and empowerment and can inform our work as a means of creating social change, and in doing so, demonstrate resilience.

**Breakthroughs And Stumblings On A Journey To Build Social Capital Through A Youth Photovoice Project**

**Meredith Mollica; Colorado Coalition for the Homeless/University of Denver**

**James Erangey, Safe Place for Youth; Connor Marvin, Colorado Coalition for the Homeless; Danielle Littman, University of Denver Graduate School of Social Work; Tom Lucas, Colorado Coalition for the Homeless; Tara Milligan, University of Denver Graduate School of Social Work; Kimberly Bender, University of Denver Graduate School of Social Work**

Our team of community-based practitioners and academics, working with young people experiencing homelessness, set out to explore how young people think about social capital by giving them cameras to document their experiences, hopes, and barriers to building support networks. Over 8 weeks, the group of 10 young people met weekly to take photos and engage in dialogue. Surprisingly, facilitating the group exposed us to real-time experiences that mirrored many of the themes young people would share in their photos. This talk will highlight 2 key lessons we experienced in the photovoice group.

1. Holding space: the physical environment affects how comfortable and connected young people feel.

2. Adopt the stance of a “professional best friend”: demonstrate genuine care by being open and flexible rather than adhering to a rigid preset agenda. Go the extra mile to help generously and nonjudgmentally with needs prioritized by youth.

Such lessons run counter to the norms and expectations of professionals in most youth service settings, suggesting several areas of change. We will explore how these lessons can inform how to better support young people facing adversity in building social capital.

### **The Serendipitous Identical Finding on Resilience in Two Studies with Seemingly Very Different Groups**

**David Pugh and Elaine Rinfrette, Edinboro University**

The presenters conducted two separate studies intended to provide data to help support trauma-informed practices in very different settings. Both studies produced identical findings on resilience scores with two samples that would seem to be very different. One study included a sample of inmates in a rural county jail, and the primary factors examined to inform re-entry and potential jail programs were resilience, trauma-symptoms, mental health problems, and substance use issues. The second study included students in a comprehensive regional state system university as a needs assessment for possible institutional change regarding trauma-informed practices. Major outcomes assessed were resilience, trauma histories, trauma symptoms, and post-traumatic growth. The identical finding of the two studies were on mean scores of resilience in both the inmate, and student groups. Further, the average scores were in the upper end of the low resilience category. The presentation will include possible theoretical explanations of this serendipitous identical finding in two apparent disparate samples. Other related findings will be a part of that theoretical presentation. The presenters also seek, and welcome questions and comments that promotes further refinement of ideas, and possible future research.

### **Closing Reflection**

**Room 1**

**Tuesday, 5:00-5:30 pm (Central time)**

**Sherry Hamby, Victoria Banyard, & Nicole Yuan**

## **Post-Conference Workshop**

### **Strengths-Based Prevention: Reducing Violence & Other Public Health Problems**

**Victoria Banyard and Sherry Hamby**

This workshop presents a new way of thinking about prevention that focuses on building assets and resources. Drawing from state-of-the-art research on a range of behavior problems—such as violence, drug abuse, suicide, and risky sexual activity—Victoria Banyard and Sherry Hamby present a strengths-based approach to prevention. Based on a forthcoming book, the workshop provides practitioners and researchers with the means to make more impactful choices in the design and implementation of prevention programs.

Historically, most prevention efforts have focused too much on admonishment and knowledge transfer, despite years of evidence that such programs are ineffective. Effective prevention must be grounded in a broad understanding of what works, what does not, and how different forms of risky behavior share common elements.

Our recommendations synthesize research on behavior change from a variety of disciplines, including psychology, public health, sociology, criminology, resilience science, critical race theory, and even urban planning. The prevention portfolio model emphasizes the importance of building enough protective strengths to insulate people from risks.

The workshop will include interactive exercises with a focus on narrative.



## An Interview with Ngaropi Raumati

### **Tell us one of your favourite quotes.**

*He korōria ki Te Atua i runga rawa, he maungārongo ki te mata o te whenua, he whakaro pai ki ngā tangata katoa.*

One of our prophets in Taranaki, Te Whiti o Rongomai strategically bequeathed that whakataukī (proverbial saying) to his people as a philosophy to live a good life. It has a universal message, which was utilised to convey a self-determining social justice philosophy of peaceful resistance to oppression by my Tūpuna (ancestors). That message was understood and embraced by them as being good enough to live and die for and die they most certainly did, but it also contributed to our survival in Taranaki. The image that carries that message is worn by us in the form of three feathers named Te Raukura. The intent of the message endures and remains relevant today.

Te Raukura is made up of three toroa (Royal Albatross) feathers and each feather represents one of the lines in the message:

- The first feather as a statement represents: that we recognise and acknowledge that there is a greater power. This is a metaphysical message reminding us that there are always greater forces at work and that it's not all about us.
- The second feather as a statement represents: may peace spread across the face of the earth. This is both an environmental and balanced relationships message and a reminder that all things are interconnected; it is not people and/or the environment, because both intimately and interdependently connected. For people and countries to flourish, peace needs to reign supreme! We want peaceful homes, peaceful lives, to live in a peaceful country and we want a peaceful world.
- The third feather as a statement represents: good will to all peoples and the multiple benefits that can result for humanity by maintaining positive, respectful relationships in our lives, in our communities and in the world.

### **Can you recommend a book or two for people who would like to learn more about your area?**

*Ask That Mountain: The Story of Parihaka.* Dick Scott; 1975. <https://www.penguin.co.nz>

*Parihaka: The Art of Passive Resistance.* Te Miringa Hohaia; Lara Strongman; Gregory O'Brien, 2001. <https://vup.victoria.ac.nz>

*Wahine Toa: Women of Maori Myth.* Paintings and Drawings by Robyn Kahukiwa; Text by Patricia Grace, 1984. <https://www.amazon.com>

### **What connection gives you the most sense of meaning?**

The connections that have the most meaning and enhance my sense of belonging and identity are firstly to my whenua (land) to my homelands; to my maunga (mountain) whose name is Taranaki; to my several awa (rivers) named Mohakatino, Mimi Tangi Atua, Urenui and Whaitara; to my Iwi (collective/tribe) named Ngati Mutunga; to my Hapū (collective/sub tribe) named Kaitangata and to my whānau named Raumati.

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

I'm getting a bit long in the tooth now so I'm less inclined to indulge myself by critiquing what I may have said or done and have generally decided that it's not worth having an argument with people who don't know how to argue. My tendency is to noho puku, which is to not bother about responding; or to let them know that their thinking may suit them but it doesn't suit me, and if I decide that I want to push back, that I don't deserve it [their comments].

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

I would like to spend time learning how to competently do our traditional weaving; kete (baskets), whariki (mats), korowai (cloaks) using traditional material such as harakeke (native flax) kiekie & pingao.

## An Interview with Maury Nation

### ***What advice do you have for someone interested in entering your field?***

Theories and previous research are important, and one should do your best to be knowledgeable of the existing research. However, please make sure that your questions and your work are grounded in the lived experience (either your own or those of your research participants) and not just from the conceptualization embedded in the previous/existing research. A lot of the existing research is based on interpretations of data made by White, male, and/or middle class, academics who often have no personal experiences with the problems or environments in which the research is conducted. It is natural that we interpret data based on our experience/knowledge base. So, in these cases it can be difficult for the research to be sensitive to those elements of burden and marginalization that are not apparent to those who have been privileged to have never had to deal with those experiences directly. It is incumbent upon us as researchers to do due diligence to make sure that our research is not irrelevant, destructive, or insensitive to the lives/stories of the people we hope to help.

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

Time is greatest challenge. There are so many interesting people and opportunities. Also, there are so many issues I would like to be involved in with. Part of the difficulty is disciplining yourself to focus on a few issues/opportunities and making the most of that engagement. Those who know me know I still struggle with managing this challenge.

### ***What always cheers you up?***

Cake! It is impossible to be sad in a cake shop (unless they have run out). I'm a regular at many of the bakeries in Nashville. (In fact, the owner of one of the bakeries called me when she caught me in the baking section of the grocery store). Also, it is fun to find others who enjoy cake as much as I do!

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

I believe we as youth development researchers can gain awareness and sensitivity to issues related to many ways humans identify through our own exploration and self-reflection. However, because of the complexity and nuance of the expression of our identities, I think we must ALWAYS look for ways be more inclusive and welcoming of difference so that people can bring their full selves and multiple identities into the professional/academic dialogues. Being an advocate hopefully leads us to find more and better ways to be allies and to create spaces/places for people to tell their own stories.

### ***How do we become a part of creating the new architecture of knowledge that allows co-construction of knowledge between intellectuals in academia and intellectuals located in community settings?***

One thing that is helping in this regard is the growing number of methodologies and frameworks that are requiring that we interrogate our research questions. The questions we ask reflect our assumptions and beliefs about the world and constrain our answers. I think finding ways to co-construct the questions with partners outside of the academy has been helpful in expanding our conceptions of how knowledge is constructed. For me that starts with exploring the lived experiences of those who will be involved in the research is central to identifying the questions, framing "the problem", and producing research that addresses the problems.

## An Interview with Kalei Kanuha

***Tell us one of your favorite quotes.***

"The master's tools will never dismantle the master's house." Audre Lorde

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

Massage. I am pretty good at giving massages, according to friends and loved ones who have been the beneficiaries of my untrained skill. But I really don't know what I am doing. I should take a class or two; maybe get a license to practice.

***What did you like about your favorite teacher or professor?***

I recently located and went to visit my third-grade teacher, Mrs. Emiko Katada, who is in her late 80s and in a care home. I had not seen her in 60 years, but she still remembered me! I think of her so often because she was such a great teacher. Why? She was creative, kind, fun, smart, and I think she just loved to teach children. She also truly cared about each and every one of us 8-year-olds. I remember lessons we had (the first time I learned the word, "spectacular"), songs she devised (I can sing every word she wrote about nutrition set to the "Happy Wanderer!"), gifts we gave her for holidays, and even her home address from 1959 (she just moved from that house to the care home). I don't remember details like that about any other teacher I have had in my many years of education.

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

That's not criticism; that's just being mean. If personal criticism is genuine in its intent, expressed with care and courage, I usually feel hurt, embarrassed, grateful, and reflective about what to do to about it. Most always, I try to make changes in my behavior.

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

I think the more margin identities or minority statuses one holds, the easier it is to do anti-oppression work. We are required to live with and in these disparities every day, and instead of minimizing or denying these differences, I am vigilant about analyzing the myriad contributors to engrained systems of domination – whether in my own or others' behavior. I also think diversity, multiculturalism, equity or any other work to transgress institutions of power and privilege require two things: sustained and dedicated reflexivity, and the integration of thinking and acting that is embedded in everything one is as a human. Transforming those longstanding, socio-historical thoughts, beliefs, values, attitudes and actions that are essentially about having/wanting/assuming power over others is not an intellectual endeavor, but one that is deep in our hearts, souls, minds, and spirits. So my main suggestion is to never stop thinking, feeling, praying, looking, working, laughing, crying, being conscious and conscientious, and joining with others for justice. Ever.

## An Interview with Melissa Merrick

### ***What advice do you have for someone interested in entering your field?***

Passion and patience don't always go hand in hand but for your own mental health it is important to practice patience (maybe even mindfulness—I haven't fully begun that journey yet myself) while still being persistent. That isn't to breed complacency, but instead to breed creativity, flexibility, and innovation.

### ***What is your favorite thing about your work?***

Building and nurturing trusting relationships is by far the best thing about what I get to do every day. I get to do it with colleagues and friends, families and communities, and newer partners to this work. All are critical in ensuring a bright, thriving future for children and families.

### ***What always cheers you up?***

Dancing! I think it is probably physiologically impossible (for me) to be sad or down while dancing. Bonus if friends are also involved (bonus, but not required).

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

I like to believe that most criticism comes from a good place and is not intended to “take me down” but I am also keenly aware that we are not always in a good place from which to share criticism and feedback. As such, I try to take feedback for what it is and incorporate it when it makes sense for me to do so. I also try to remind myself that my reaction to criticism probably also provides me with feedback so I should listen to and trust myself and my gut.

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

The journey is as important as the destination. Always being forward-looking and thinking has unintended consequences sometimes and can keep us from learning and enjoying the present.

## An Interview with Katie Howell

### ***What is your favorite thing about your work?***

My favorite thing about my work is mentoring students. As a member of the University of Memphis psychology department, I have the opportunity to work with students at all levels of training, from undergraduates who are completely new to psychology to doctoral students who have unique and independent lines of research. It is a privilege to help shape the careers of the next generation of clinicians and scientists.

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

I'd like to learn how to bake. I've recently become obsessed with the show The Great British Bake Off. It's made me realize that the extent of my baking knowledge is following the directions on Pillsbury Ready to Bake Chocolate Chip Cookies. So, I'm ready to learn how to make something whimsical and delicious from scratch!

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

My work centers on resilience in youth exposed to adversity. One ongoing challenge in my research is the lack of uniformity in how the field conceptualizes resilience. There isn't an agreed-upon definition, which has limited work in this area, including how to best measure resilience. I've learned to cope by being (somewhat) comfortable with the uncertainty and open to learning about new viewpoints on resilience rather than holding tight to my perspective.

### ***What connection gives you the most sense of meaning?***

My connection to my children gives me the most sense of meaning. I have two children – a 4-year-old and a 9-month-old. It's inspiring to watch their unique personalities blossom and see pieces of myself in each of them. It's deeply meaningful to see them developing a close sibling bond.

### ***What always cheers you up?***

I'm always cheered up when I get the opportunity to spend time with my extended family. My parents, siblings, and other extended family members live in the Northeast, so we see each other rarely. Getting to spend time with them always brings me back to my roots and lifts my spirits.

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

I would give myself the advice to slow down and be comfortable taking an indirect path in life from point A to point B. I can see more clearly now that the circuitous route through life presents unique experiences, unexpected challenges, and opportunities for growth that wouldn't come if events played out exactly as I had planned.

## An Interview with Esther Malm

### ***What is your favorite thing about your work?***

Working with students on their research projects, with clients on their treatment goals, and with collaborators on research that have practical implications for improving well-being.

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

Morse Code

### ***What did you like about your favorite teacher or professor?***

One of my favorite professors during graduate school was Dr. Christopher Henrich. He made me lose the fear for statistics. During the data analyses period of my dissertation, I spent three days fretting and crying over a particular error message while using Mplus. I was too embarrassed to go ask him for help for the millionth time. In the end I overcame my disgust at self and went to see him. When he looked at the error, he said “let’s look at the manual”! Whoa! The guru himself wants to look at the manual? Then he said, “the more you use [this software], the more familiar you get with the errors and the easier it gets to solve them”. I was totally exonerated from my own shame of not knowing because gurus sometimes need to check the manual too. Since then, I embrace error notifications and have a manual around waiting to be explored...with no shame!

### ***Name a guilty pleasure.***

British Kit Kat. I know I have quite a good stamina for delayed gratification but my appetite for Kit Kat definitely challenges that. As soon as I hear of a family member or friend going to the UK, the first thing I request is Kit Kat. I am glad I never did the marshmallow test as a child with British Kit Kat. (Yes, British Kit Kat because it tastes different from the ones produced in the USA and other countries. Try it some day!)

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

If it comes as a shock, I process that first. If it is funny, I laugh my way through it and then figure out exactly what the person’s concern was. If I foresee it coming, I evaluate the issue some more and wait for the “floodgates” to open. After the “flood” passes, I receive it, emotionally process it then deal with the content. I tend to consult as needed.

### ***What is something that people may not know about you?***

I speak four languages – English and three native languages: Ewe, Ga and Twi (Ghanaian languages).

### ***What change are you most hopeful for in the future?***

I hope that society comes to the realization someday that our individual opinions about issues are not static and should therefore not be used to define who a person is or is not. Opinions (agreements and disagreements) are important to the bearer. The growth edge occurs when we choose to see each other’s viewpoints even when they are in opposition to ours. And in the spirit of oneness, continue to gently nudge each other towards a new way of thinking or a compromised stand.

## An Interview with Susan Yoon

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

I would like to tell people in this field to trust their insights and focus on their inner voices, and don't let other people's criticism or disapproval dampen their enthusiasm for resilience research/practice. The idea of resilience has been subjected to criticisms, with some people arguing that the notion of resilience is vague and not based on science. One skeptical scholar even described resilience as a concept "whose time has come and gone." It can be discouraging when people seem to disapprove or not appreciate your work. However, just because not everyone likes or agrees with your work does not mean your work is not valuable. If promoting resilience against violence and other adversities is what you love and value, I say go for it (do what you love and love what you do!).

### ***Tell us one of your favorite quotes.***

My favorite quote is "If somebody is different from you, that's not something you criticize, that's something that you appreciate." – Barack Obama. I just love this quote! This is so right on point!

### ***What is your favorite thing about your work?***

My favorite thing about my work is that I get to meet and work with a lot of (very cool and smart) people who inspire me and help me grow as a better researcher and thinker. I love the fact my work involves interacting and collaborating with a wide range of people, including students, faculty, researchers, community partners, and clients, all of whom bring in unique perspectives and strengths that I truly appreciate.

### ***What always cheers you up?***

Eating good food with good friends definitely cheers me up!

### ***Can you recommend a book or two for people who would like to learn more about your area?***

I recommend a book titled "The Boy Who was Raised as a Dog" by Dr. Bruce Perry for people who would like to learn more about early childhood trauma (child abuse and neglect) and its impact on children's development. In this book, Dr. Perry— a renowned psychiatrist and trauma expert— talks about the devastating consequences of childhood trauma on children's developing brains by sharing the real stories of horrifically abused and neglected children with whom he worked. He not only shows how extreme stress and trauma in early childhood can deeply wound a child, but also discusses the ways in which these vulnerable children experience and exhibit recovery, strengths, resilience, and healing even in the most challenging circumstances. This book is easy to read, and the stories he shares are both informative and touching.

### ***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?***

This is the topic that I constantly think about, yet I still don't have an answer to this question. I think building a new, diverse, and inclusive culture is a difficult task that requires patience, creativity, and long-term commitment. I think a good starting point would be to reflect on the current academic and institutional cultures to identify and recognize any biases, values, mindsets, policies, or assumptions that hinder the cultivation of a diverse and inclusive environment. By recognizing and intentionally challenging these assumptions, biases, non-inclusive thinking, and narrow mindsets, we may be able to come up with more realistic and concrete vision and plans to build a culture of inclusion where diversity and differences are truly respected and appreciated.

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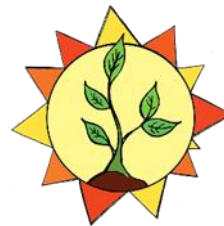
<https://www.youtube.com/watch?v=dTBqhQNUtrI&t=26s>

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