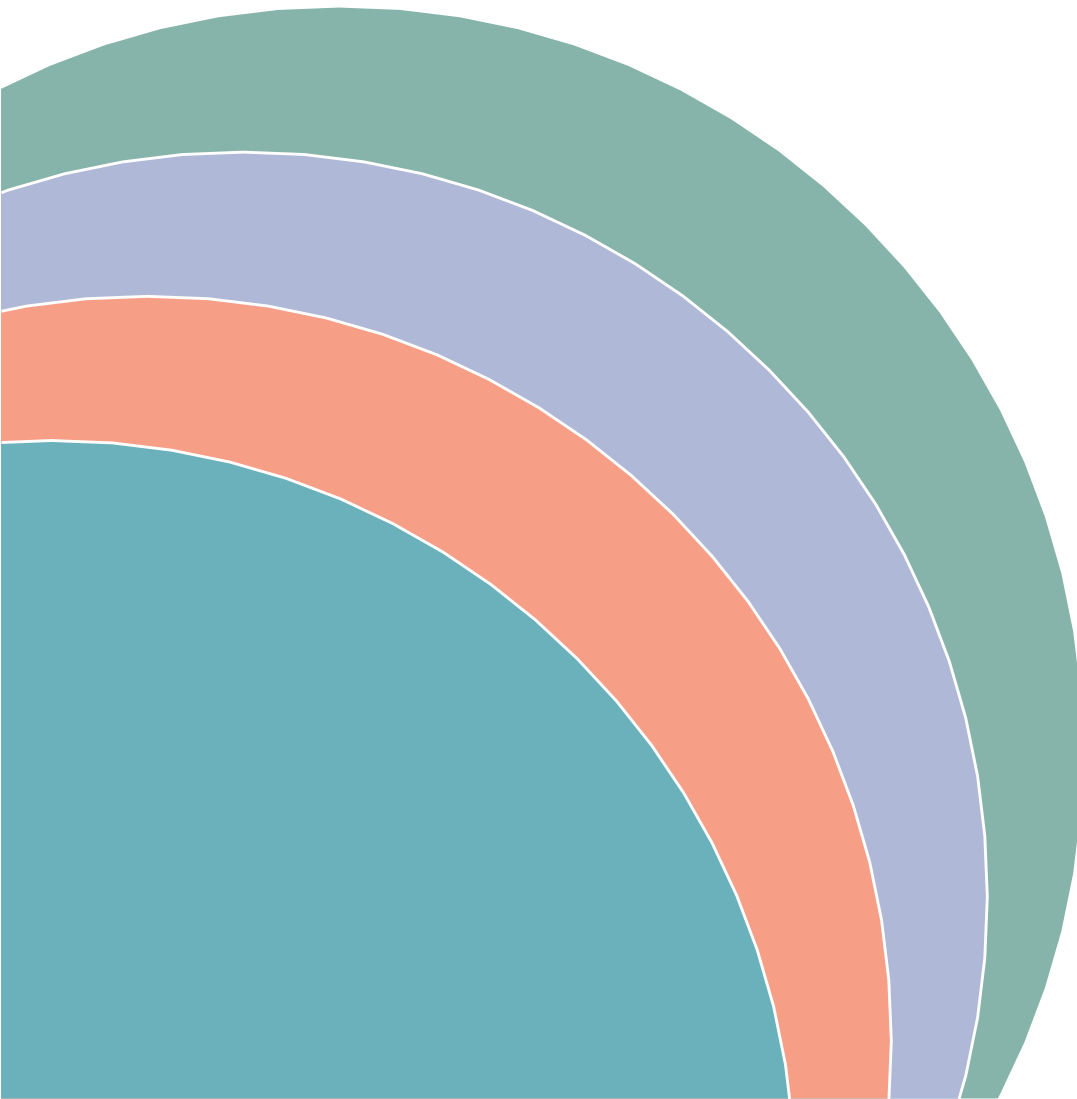


Social Inclusion and Social Justice Conference

Friday, April 12, 2019

Ceddia Union Building (CUB)
Shippensburg University



KEYNOTE SPEAKER

(Orndorff Theatre)

Maria Sotomayor



Maria Sotomayor is PICC's Deputy Director. She leads PICC's youth organizing project and education justice advocacy campaigns. Maria was born in Ecuador and raised in Pennsylvania. She is a former DACA recipient, coming from a mixed-status family and community impacted by the current immigration system. Maria hopes to educate and support immigrant communities to use their voice and power to change the system. Maria graduated from Neumann University in May 2013 with a BA in Psychology and minor in Communications. She dedicated her time at college to educating fellow students about immigration, serving as a liaison for the Keep the Dream Alive concert, Drop the I-word Campaign and raising funds for La Puerta Abierta's Youth Mentorship Program where she has been a mentor and is a current Board member. Maria became involved with PICC in 2012 shortly after sharing her story at a PICC-organized event in Chester.

“Panel of Education Leaders”
Presented by: Area School District Leaders

This professional panel will discuss examples of collaborating with community organizations, parent organizations, businesses, and/or any school/community-based programs that benefit students in their school district. This panel discussion will be interactive after each panelist makes a brief presentation about the school district demographics as well as what collaboration “looks like” in that district, giving specific examples.

Dr. Joseph Padasak – Former Superintendent Chambersburg Area SD

Dr. Travis Waters – Superintendent Steelton-Highspire SD

Dr. Tamara Willis – Superintendent Susquehanna Township SD

Abigail Leonard, Assistant Supervisor of Special Education – Big Spring SD

TRACK 2 BREAKOUT SESSION 1 (CUB 104)
10:00AM-10:50AM (50 min.)

“Inclusion with Multiracial Populations”
Presented by: Arlene Reilly Sandoval

Race is largely a social construction in the United States. Placing people into categories of race allows the dominant category to separate itself from the rest of the population and marginalize other populations. For people who have parents of different races, the process of understanding the social construction of racial categories, responding to the stereotypes of different racial categories that comprise their heritage, and developing an identity all comprise unique challenges due to the dual nature of their heritage. It is the purpose of this presentation to describe current theories in use for the understanding of multiracial identity development, relate multiracial identity development to self-esteem and social exclusion, and describe supportive interventions that can be helpful in working with multiracial populations to increase social inclusion.

Arlene Reilly-Sandoval, M.S.W., D.S.W., L.C.S.W., is an Associate Professor and Department Chair of Social Work at Colorado State University-Pueblo. She served as the Project Manager for the federal Supportive Services for Runaway and Homeless Youth grant in Colorado, Co-editor of *Reflections: Narratives of Professional Helping* journal, and has over 15 years of experience in the child welfare field, training, and contracting and consulting, which includes presentations at local and national conferences. Dr. Reilly-Sandoval’s areas of research interest include child maltreatment, foster care, adoption, family preservation, and diversity, especially multiethnic populations.

TRACK 3 BREAKOUT SESSION 1 (CUB 105)
10:00AM-10:50AM (50 min.)

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**“Promoting Inclusion and Well-Being Through Sport and Recreation:
CAUSE for Celebration?”
Presented by: Diane Bessel**

Participation in sport and/or recreational activities is widely understood to have positive effects on the lives of children, youth, and young adults as it relates to socialization, physical functioning, and overall well-being. Nevertheless, young people with disabilities are frequently excluded from school or community-based activities due to lack of understanding, limited access to needed resources, and/or concerns about liability. Recognizing that these young people need opportunities to engage both physically and socially, Daemen College established the Center for Applied and Unified Sport and Exercise (CAUSE). A collaboration between the school’s athletics, social work, and special education departments, CAUSE offers young people with disabilities opportunities to participate in weekly sessions – promoting fitness, sportsmanship, and comradery. The Center also fosters social connection by pairing participants with Daemen students, student-athletes, faculty, staff, and coaches. This presentation highlights CAUSE’s key features and demonstrates how it has resulted in improved outcomes for *all* participants.

Diane R. Bessel, PhD, LMSW, CNM is an Assistant Professor and Master of Social Work (MSW) Program Director in the Social Work & Sociology Department at Daemen College. There, she is responsible for establishing program vision and policies; determining curriculum content; securing resources; and teaching research, policy, and practice courses. She also serves as a consultant to local non-profit organizations, government groups, and foundations. Bessel currently serves as a member of the Daemen College Center for Applied and Unified Sport and Exercise (CAUSE) Leadership Team and has been responsible for program design and evaluation, grant writing, and strategic planning activities.

**TRACK 1 BREAKOUT SESSION 2 (CUB 103)
11:00AM-11:50AM (50 min.)**

**“Homelessness, Housing/Food Insecurity on Campus - One School’s Response”
Presented by: Edward Hernandez**

Homeless college students have been struggling at colleges and universities across this country for years, usually in the shadows. Medgar Evers College (MEC) is no different. Recent research estimates that 9% of all college students are homeless, 36% are housing insecure, and 36% food insecure nationwide. Homelessness and housing/food insecurity affects the student’s ability to get to class, study, and complete assignments. There is much that needs to be done to deal with this issue. Some steps have already been taken. The Transition Academy is a one stop resource center for homeless and housing insecure students where students can receive assistance with case management services, information/referral, and other concrete services. Through collaborations with college services, community agencies, and government an extensive effort has been made to assist students overcome housing and food issues and successfully complete their education.

Edward Hernandez, Ph.D. is an Assistant Professor at Medgar Evers College and serves as Chair of the Social Work Department. He also teaches online classes in Social Work, Human Services, and Sociology at several universities. Prior to Medgar Evers College, Dr. Hernandez served as Deputy Commissioner of

the Suffolk County Department of Social Services from 2004 until 2012. His career includes over 30 years of government and not for profit agencies positions in largely administrative and management capacities. Dr. Hernandez received his MSW and PhD in Social Welfare from Stony Brook University.

TRACK 2 BREAKOUT SESSION 2 (CUB 104)

11:00AM-11:50AM (50 min.)

“Experimental Learning in Macro Social Work Practice”

Presented by: Alessia Owens-King

Founded on a rich tradition of community engagement, social work’s commitment to macro practice has waxed and waned throughout our professional history. Despite an ethical mandate to advocate for social and economic justice, there is reduced emphasis on macro practice within social work education. This circumstance affects the profession’s commitment to human rights and social justice as social work students are often ill-equipped to actively engage in changemaking activities when they enter the workforce. Many social work students graduate without the knowledge and skills needed to enact systemic change in their communities, agencies, states, or the nation (Fisher & Corciullo, 2011). This presentation explores the use of experiential learning methods to teach community organizing in a social work macro practice course. Macro practice skills are essential for challenging the status quo of practices and policies, which sustain oppressive systems. Macro competencies better equip future social work practitioners with the skills to combat discrimination. This case study details the organizing and facilitation of “Know Your Rights” trainings, which educate community members regarding their rights when confronted by the police. The “Know Your Rights” training discussed here are a collaboration between social work students, community agencies, and the American Civil Liberties Union, within a bachelor-level macro practice course. These workshops were delivered in a rural area in the northeast with over 450 community members and students in attendance.

Despite an ethical mandate to advocate for social justice, there is limited emphasis on macro practice within social work education. This presentation explores the use of experiential learning methods to teach community organizing in a social work course. Skills learned from course assignment will help new social work challenge discriminatory practices.

Alessia Owens-King is an Assistant Professor, Salisbury University School of Social Work. Dr. Owens-King instructs social work research and practice courses. She serves as the lead instructor for the macro practice course. She recently co-authored an article on experiential learning based on training provided within this course (March 2017). Dr. Owens King’s recent research explores secondary traumatic stress among social workers and the experiences of African American students at predominantly white institutions. Dr. Owens- King earned degrees from the University of Michigan (BA and MSW) and Howard University (PhD). She is also a licensed clinical social worker (Michigan).

Dr. Jewell serves as the Program Chair of the Graduate Program in the School of Social Work at Salisbury University. Her teaching centers on structures of oppression and macro practice.

TRACK 3 BREAKOUT SESSION 2 (CUB 105)

11:00AM-11:50AM (50 min.)

“Understanding Empowerment in Collaborations for Social Inclusion and Social Justice”

Presented by: Stephen Stoeffler

Inequality exists in the ownership of valued resources and decision-making within communities. This imbalance can lead to social exclusion. Community empowerment is a process that is concentrated in the local community and is grounded in critical reflection and democratic participation of relatively marginalized members enabling them to play an active role in decisions concerning conditions and resources. During this presentation the concepts of power and empowerment at the personal, relational, and collective levels will be reviewed. Building upon these foundational concepts, community empowerment at the organizational, coalition and social movement stages are analyzed. Additionally models of community empowerment are highlighted as frameworks regarding the realization of empowerment. A particular focus of the presentation will be on how both the process and product of community empowerment is essential for marginalized communities to obtain social justice and address social exclusion.

Stephen W. Stoeffler, PhD, LSW, is Assistant Professor of Social Work at Kutztown University. His practice experience includes child welfare, probation and parole, older adult protective services and family homelessness. He has held academic appointments specializing in macro oriented social work practice at Widener University, Temple University, West Chester University and The University of Valley Forge. His scholarship has focused on community empowerment, poverty alleviation and social justice. He obtained a Ph.D. in Social Work from Widener University, an MSW from Temple University and a BSW from Shippensburg University.

LUNCH AND ROUND TABLE DISCUSSION - (CUB MPR)

Facilitated by Dr. Samuel Benbow, D. Ed.
Associate Professor of Social Work and Gerontology
Shippensburg University

Javahn Singleton: Overcoming Great Odds



Javahn is the youngest son of Mr. Gerald Singleton and Ms. Juankenia Williams. He has one older brother, Mr. Gerald Singleton for which they were both raised in West Philadelphia, Pennsylvania. Javahn attended Roxborough High School and is the 2013 recipient of the Gary Butler Memorial Award. This award is granted each year to the most courageous football player in the entire Philadelphia public league who have overcome adversity to be successful. Javahn is in his junior year, majoring in Communication & Journalism and recently made the class of 2019 Shippensburg University Football team.

POSTER PRESENTATIONS

12:45PM-1:00PM

Title: Addressing LGBTQ+ Health Disparities: A Collaborative Partnership between an LGBTQ+ Advocacy Group and a Federally-Qualified Health Center

Presenter: Caelin McCallum

Title: The Meta Research Club: An Analysis of the Impact of Research Mentorship in the Social Work Research Club

Presenters: Emily Stottlemeyer, Kimberly Washington, Omar Rayo , Monica Decarlo

Title: Training/Education Law Enforcement Professionals Receive Regarding People with Disabilities

Presenter: Hannah Keenan

Title: Street Soccer as a Pathway to Social Inclusion Amongst Justice Involved Youth

Presenter: Jessica Viscuso

Title: Intersectional Activists Utilize Artmaking to Foster Connection and Sustainment: A participatory Action Research Project

Presenter: Kay Guyer

Title: An Explosion of Profanity: Poetry that Speaks Back

Presenters: Kady Keck, Erika Mundock, Ali Laughman, Moriah Hathaway, Andrea Kling, Dwayne Ellis, Casey Leming

Title: Changing Students Attitudes Towards Persons with Disabilities through CAUSE

Presenters: Matthew Stewart, Ryan Bonville

Title: Understanding the Significance and Impacts of Historical Trauma in the Black Community

Presenter: Taylor Person

Title: HIRE ME

Presenters: Alexandra Jones, Taylore Kerns, Thomas C. Gibbon

Title: Increasing Retention Rates of Undergraduates in STEM

Presenter: Victoria Chavez

TRACK 1 BREAKOUT SESSION 3 (CUB 103)

1:10PM-1:50PM (40 min.)

**“Subtle Gender Bias Towards Women Leaders:
A six-factor model”
Presented by: Amy Diehl**

Other authors: Amber Stephenson, Leanne Dzubinski, David Wang

Subtle bias is considered by many to be the primary challenge hindering women's opportunities in leadership (Ely, Ibarra, & Kolb, 2011; Jones, Peddie, Gilrane, King, & Gray, 2016). Whereas overt discrimination is likely to be conscious and unlawful, subtle bias consists of negative or ambivalent treatment of social minorities that often conveys ambiguous intent (Jones et al., 2016). Because subtle bias is typically unconscious (Jones et al., 2016), stemming from cultural assumptions, it is particularly pernicious.

In 2016, Diehl and Dzubinski developed a framework of 27 gender-based leadership barriers which we used to create the Subtle Bias Towards Women Leaders (SuBTLe) Scale. Drawing on a national sample of female higher education executives, faith-based organization leaders, physicians and attorneys, factor analysis on the SuBTLe Scale revealed the six factors which form the roots of this bias. Join this presentation to discover the six factors and how they impacted survey participants.

Dr. Amy Diehl has over 23 years of higher education information technology experience, currently serving as associate vice president & chief information technology officer at Shippensburg University. She has a PhD in administration and leadership from Indiana University of Pennsylvania. Her research focuses on challenges women face in leadership and has been published in several academic journals and book chapters.

Dr. Amber Stephenson is an assistant professor of management at the Reh School of Business, Clarkson University. She has a PhD in administration and leadership from Indiana University of Pennsylvania.

Dr. Leanne Dzubinski is associate dean and associate professor of intercultural studies, Cook School of Intercultural Studies, Biola University. She has a PhD in adult education, learning and organization development from the University of Georgia.

Dr. David Wang is an associate professor of psychology, Rosemead School of Psychology, Biola University. He has a PhD in counseling psychology from the University of Houston.

TRACK 2 BREAKOUT SESSION 3 (CUB 104)
1:10PM-1:50PM (40 min.)

**“Recognizing Peer Support Specialists as Leaders for Inclusion and Collaboration
in the Mental Health Care System”
Presented by: Kim Weikel**

With national recognition of peer support as a key component of recovery (SAMHSA, 2017), there is state, and now national, certification of peer support specialists. Such individuals, with their own lived experience with mental illness, provide formal, paid peer support and hold a variety of jobs in mental health care, offering clear and meaningful collaboration with other mental health professionals and inspiring peers to be similarly involved in their own communities and their own healthcare. This presentation will include a review of research findings supporting the effectiveness of formal peer support, discussion of the presenter's own experiences as a licensed psychologist collaborating with peers specialists, discussion from a peer specialist co-presenter, and discussion of the presenter's recent research suggesting the possibility of lower rates of burnout (emotional exhaustion prevalent among other mental health care providers) in peer specialists.

Dr. Kim Weikel, an associate professor of psychology, has been teaching at Shippensburg University for 25 years. As a licensed psychologist, she also has a small private practice and has served as a consultant for the Peer to Peer Services Program of the MHA of Franklin County and for New Visions, Inc. She is co-author of a helping skills textbook and provides multiple workshops on mental health topics. She and her students have been conducting research on both burnout and peer support services in the mental health system, presenting their findings through publication and at both regional and national conferences.

TRACK 3 BREAKOUT SESSION 3 (CUB 105)
1:10PM-1:50PM (40 min.)

**“Community Fusion – Building a more Inclusive Community
for People with Intellectual Disabilities”**
Presented by: Anne Couldridge

The potential for collaboration is everywhere! All you need is a vision and a purpose. At The Arc of Cumberland & Perry Counties (CPARC) our mission is to empower, inspire and educate people with intellectual disabilities, their families and the community. We believe in making the community a more inclusive place to live, work and play! While it is true that societal misconceptions about people with intellectual disabilities can challenge our work, it is through collaboration that we have been tearing down stereotypes. Executive Director, Anne Couldridge, will lead a presentation on some of the unique and wonderful collaborations that have helped CPARC move our mission forward; collaborations that have had a lasting impact. She will also share tips on how to connect and work with community partners.

Anne Couldridge began her career with The Arc of Cumberland & Perry Counties (CPARC) in 2015 as the Director of Development. In October 2018, Anne was promoted to CPARC’s Executive Director. Anne is a visionary who motivates and cheers for her staff. A graduate of Shippensburg University, Anne holds a bachelor’s degree in Business Administration. Anne identifies herself foremost as a special needs parent. She knows firsthand the challenges of caring for special needs children and adults, and understands how vital CPARC’s mission to empower, inspire and educate people with intellectual and developmental disabilities, their families and the community really is.

TRACK 1 BREAKOUT SESSION 4 (CUB 103)
2:00PM-2:40PM (40 min.)

“Creating Place and Purpose through Community Collaboration and Care”
Presented by: Julie Wells and Danilea Werner
Other authors: Angie Colvin Burke

BraveHeart Center for Place and Purpose (BCPP) is a comprehensive post-high school health and wellness program that supports and enhances social skills, cognitive skills, self-esteem, creativity, and work skills for young adults with developmental disabilities facing moderate to severe life challenges. This Auburn University initiative addresses unmet needs of the vulnerable and underserved population of young adults who have special needs, and live at home with working parents. It provides a daily structured routine that cultivates mind, body, and spirit through an inclusion focused partnership of university, faith, and general communities. BCPP serves as a dynamic, innovative, and hands-on internship site for Auburn University students. Community service and outreach activities facilitated by university students and BCPP

members impact populations that include: homebound senior community members, food insecure persons, and families with limited income.

Julie Wells, LICSW Assistant Clinical Professor of Social Work has experience with care coordination and health care delivery to low-income populations

Angie Colvin Burke, LCSW Associate Clinical Professor has extensive practice experience related to: intensive family preservation, teen pregnancy, special needs adoptions, adult incest survivor group work, transitional housing for homeless families, and child welfare training.

Danilea Werner, PhD, MSW, MPH, Associate Professor of Social Work and MSW Program Director for Auburn University

TRACK 2 BREAKOUT SESSION 4 (CUB 104)
2:00PM-2:40PM (40 min.)

**“Collaborating with the Transgender Community
on a TransAging Project-Limitations and Considerations”**
Presented by: Dara Bourassa, Jayleen Galarza, Michelle Coughlin

It is recommended that research studies conducted with transgender individuals include a member of transgender communities to be included in the research planning and process (Adams et al, 2017; Vincent, 2018). This paper presentation will provide an overview of the collaborative efforts and process behind the development of a transgender aging research project without the consultation of a transgender individual prior to the study. Presenters will engage the audience in a discussion about the particular considerations and limitations in conducting research with transgender communities. They will share key insights gained from engaging in this process, including the limitations and ethical implications of conducting such a study without the input of transgender individuals. Due to the researchers residing within a predominantly cisgender, rural campus community, there were inherent challenges to conducting a truly inclusive, comprehensive study. Presenters will share their plan for addressing these gaps in moving forward with this research.

Dr. Jayleen Galarza, PhD, LCSW, is an Associate Professor within the Department of Social Work & Gerontology at Shippensburg University. Dr. Galarza's research and practice is firmly rooted in her passion for sexuality social justice and areas of interest include: intersectionality, Latinx sexuality, sexual/gender identities and experiences, narrative therapy, and feminist therapy.

Dr. Dara Bourassa, LSW, is an Associate Professor and director of the gerontology program in the Department of Social Work and Gerontology at Shippensburg University, in Shippensburg, Pennsylvania.

Ms. Michelle Coughlin is a graduate student currently enrolled in the Masters of Psychological Science at Shippensburg University.

POSTER ABSTRACTS

Addressing LGBTQ+ Health Disparities: A Collaborative Partnership between an LGBTQ+ Advocacy Group And a Federally-Qualified Health Center **Presented by: Caelin McCallum**

There are health disparities within the LGBTQ+ community; due to inequality in healthcare access as well as mistrust for service providers due to stigma. In order to combat these health disparities, the Visiting Nurse Association of Central Jersey's Community Health Center, Inc. (VNACJ CHC) and Garden State Equality (GSE) came together to collaborate on a project in which health care professionals would be educated on LGBTQ+ health disparities to increase cultural competency within the VNACJ CHC health centers. The VNACJ CHC, in the past year, opened an LGBTQ+ Center for Health and Wellness to ensure that members of the LGBTQ+ community in New Jersey were able to access comprehensive, quality healthcare in a safe environment by providers and staff that were educated and culturally competent. This poster presentation highlights the process and efforts in which VNACJ CHC and GSE came together to create a more inclusive environment for LGBTQ+ individuals.

Caelin McCallum is an MSW student at Monmouth University, within the International and Community Development concentration. Caelin currently interns at the Visiting Nurse Association of Central Jersey's Community Health Center (VNACJ CHC) where she has been the lead collaborator with Garden State Equality to provide cultural competency trainings to the agency's staff on LGBTQ+ health disparities. In addition, Caelin has worked with the VNACJ CHC's LGBTQ+ Health Center, where she has assisted in the development of an HIV+ Support Group. Outside of her internship, Caelin has contributed to the development of a social justice and diversity podcast at Monmouth University.



The Meta Research Club: An Analysis of the Impact of Research Mentorship in the Social Work Research Club

Presented by: Emily Stottlemeyer, Kimberly Washington, Omar Rayo, Monica Decarlo

It is a generally accepted fact that undergraduate social work students do not enjoy research. There is also plenty of support from the research literature that generally confirms these prevalent negative attitudes about research. For example, Bolin, Lee, GlenMaye, and Yoon, (2012) found that "only 42% of students agreed or strongly agreed that social work research should be a major part of social work education" (p. 230). With these attitudes prevalent among social work students, it is somewhat surprising that a Social Work Research Club has been successfully mentoring students in the research process at Shippensburg University since 2008. Members of the Social Work Research Club will report on their qualitative research into the impact research club has had on former members. The researchers interviewed former members who have graduated between 2008-2018. The results suggest that there are many unique benefits to participating in the Social Work Research Club.

Emily Stottlemeyer is the current president of the BSW Research club at Shippensburg University. She anticipates graduating with her BSW degree in May 2020 and pursuing social work career in child welfare.

My name is **Kimberly Washington** and I am a non-traditional student at Shippensburg University. I am completing my studies in the BSW program and will be graduating in May 2020. My plans consist of

assisting individuals with disabilities within the hospital setting.

Omar Rayo. I am a BSW at Shippensburg University and also the Vice-President of the BSW research club. I still have not chosen a field of Social Work I would like to make my career in. I plan on graduating in May of 2020.

Monica DeCarlo is a current member of the BSW Research club at Shippensburg University. She anticipates graduating with her BSW degree in May 2020 and she will be pursuing a social work career in the mental health field.



Training/Education Law Enforcement Professionals Receive Regarding People with Disabilities Presented by: Hannah Keenan

This paper provides an in-depth examination of the training and/or education regarding people with disabilities that law enforcement professionals receive throughout their career. The reason for this study is because law enforcement officers come into contact with people with disabilities frequently, so they should have proper training on how to interact appropriately with people that have a disability. The study involved interviewing and surveying six police officers and four criminal justice professors. The questions varied depending on whether the participants were a professor or police officer. The focus on the police officers was on their training and how useful it was in their daily interactions with people with disabilities, whereas the focus on the criminal justice professors was if they include education on people with disabilities in their classrooms and if criminal justice majors should be required to take a class on disabilities. The literature review was used as well to support the field research. This study found that police officers and criminal justice professors thought that they received very little training/education on disabilities but that they thought training and more education was important.

Hannah Keenan is a Criminal Justice major and a Disability Studies minor at Shippensburg University, expecting to graduate August 2019. I plan to pursue a career in the criminal justice system, potentially focusing on disability policy in criminal justice. I am in the Phi Sigma Pi National Honor Fraternity and president of the Shippensburg University chapter of the Criminal Justice National Honor Society.



Street Soccer as a Pathway to Social Inclusion Amongst Justice Involved Youth Presented by: Jessica Viscuso

Street soccer is used as tool across the globe to transform communities. In 1994, a non-profit organization *Fundación Fútbol para el Desarrollo* (FUDE) started the street soccer movement, otherwise known as *El Movimiento de Futbol Callejero*. This movement uses sports as a tool for social inclusion, to work with gang-affiliated youth. Inspired by the movement, *Youth Advocate Programs Inc.* (YAP) has collaborated with FUDE to adopt the model to both, its programs here in the United States and to its sister agencies across the globe. Similarly, YAP Inc. is committed to working with youth and families involved with the justice system, advocating for rehabilitation through community- based programs as an alternative to incarceration and institutionalization. YAP Inc. is using street soccer as a pathway to achieve social inclusion for justice involved youth. The program gives youth the opportunity to thrive and empowers them to become change makers in their communities.

Jessica Viscuso. I am an MSW Student , in the International and Community Development concentration, at Monmouth University in N.J. I currently hold an internship with Youth Advocate Programs Inc. as a member of their international team. In this role, I oversee the YAP model and how it is

applied to programs in the U.S. and to sister agencies in countries around the globe. Part of my role, is to establish partnerships with other organizations to expand and further develop the street soccer program. Currently, I am working on an initiative to bring street soccer to the local YAP programs in N.J.



**Intersectional Activists Utilize Artmaking to Foster Connection and Sustainment: A participatory Action Research Project
Presented by: Kay Guyer**

The Intersections Project seeks to uncover what emerges in artwork and conversation among six intersectional activists in St. Louis, Missouri. The research methodology nests grounded theory as a mode of deep listening within an overarching participatory action research model. The Intersections Project was composed of two artmaking and dialogue meetups, an informal group gathering, individual interviews, and a documentary that shared the project with the wider community. Artmaking became a mode through which intersectional activists formed supportive connections and shared collective knowledge about the workings/un-workings of society and how movements can work intersectionality to instill transformational rather than reformative change. Using critical and constructivist lenses, this research furthers intersectional discourse among movement communities and fills a gap in the literature at the crossroads of activism and psychological health, as well as intersectional art therapy.

Kay Guyer received their Bachelor's in Peace Studies at Manchester University and is a student in the Master's of Art Therapy Counseling Program at Southern Illinois University Edwardsville. Their collaborative research involves using artmaking to support the sustainment of intersectional activists and the social justice movements of which they are a part. Their experience includes community youth engagement, LGBTQIA organizing, and art therapy with diverse folk. Their professional goal is to support the work of social justice movements through art therapy and community art.



**An Explosion of Profanity: Poetry that Speaks Back
Presented by Kady Keck, Erika Mundock, Ali Laughman, Moriah Hathaway, Andrea Kling, Dwayne Ellis, Casey Leming**

Seven undergraduate poets, Kady Keck, Erika Mundock, Ali Laughman, Moriah Hathaway, Andrea Kling, Dwayne Ellis, and Casey Leming will present original poems that demonstrate the harmful effects of stereotyping and examine discrimination as it relates to white privilege and race, LGBTQ+ identity, stigmas connected to mental health, and social exclusions that relate to personal experience. Each poet will showcase the power of voice and illuminate acts of social inclusion through poetry. These poets condemn pain and prejudice through the energy of their poems and they perform healing. Power in numbers and the unification of voices speak loudly in response to oppressive environments and situations—these poets are a force and balance in a world full of injustice.

Each student will present two to three poems on a poster and would like the chance to read their work at the conference.

Kady Keck is an English major with a concentration in Writing, and a Psychology minor. She is on the editorial board for the university's academic journal *Write The Ship* and a content creator for *The Odyssey Online*. She also has poetry published in the 2018 edition of Ship's annual poetry chapbook *The*

SpawningPool.

Erika Mundock is an English Writing major and History minor at Shippensburg University. Her poetry has appeared on the *Best American Poetry* website with Dr. Santalucia. She is the graphic design editor for the university's academic journal, *Write the Ship*, an editor for the university's art and literary magazine, *The Reflector*, and she is a contributor for online magazine, *The Odyssey*. She runs a poetry workshop at the Shippensburg Public Library with Shippensburg University English Department alumni.

Ali Laughman is a senior English major with a double minor in Women's and Gender Studies and Disability Studies. Ali currently works in the Creative Writing Center on campus as a tutor for creative writing. Ali is also a member of The Slate as a copy editor for sports. Ali has presented their poetry at conferences such as the English Association of the Pennsylvania State Universities Conference as well as Minds@Work. Their work has appeared in publications such as *The Reflector* and *Spawning Pool* for both poetry and prose.

Moriah Hathaway is a Political Science major with a minor in English. She is the President of Pi Sigma Alpha, a sister of Kappa Delta Phi NAS, and a member of the Wood Honors College. She works as a Political Science and Human Communications tutor on campus. Last semester, she had the opportunity to work with the Office of Governor Tom Wolf and the Pennsylvania Commission on LGBTQ Affairs. Her poem "White Privilege" has been selected for publication in this year's edition of *The Reflector*.



**Changing Students Attitudes Towards Persons with Disabilities through CAUSE
Presented by Matthew Stewart, Ryan Bonville**

People with physical, mental, intellectual, or sensory disabilities often face barriers which hinder their full and effective participation in society (UNICEF, 2012). These barriers are not born of the disability itself, but rather the misconceptions, prejudices, and negative stereotypes associated with it (Huskin & Reiser-Robbins, 2018). Research examining popularly-held attitudes towards people with disabilities suggest they are often viewed as innocent or childlike; perceived as needing assistance in everyday life; and judged to be incapable of meeting the same standards as other people (Selvamani & Rajan, 2017). Interaction is key in developing more positive views of people with disabilities (Barr & Bracchitta, 2012). Daemen College developed the Center for Allied and Unified Sport & Exercise (CAUSE) to promote greater physical well-being and social interaction among college students and youth with disabilities. This study examines whether CAUSE participation leads to improved attitudes and beliefs toward persons with disabilities among college students using experimental design.

Matthew Stewart is a Graduate student at Daemen College in pursuit of a Master of Social Work (MSW). He has secured a Bachelor's degree in Social Work at Daemen College. Matthew's current field placement is currently with Daemen College's Center for Allied and Unified Sport & Exercise (CAUSE). He is responsible for collecting and interpreting data associated with changes in attitudes and behaviors toward persons with disabilities and supporting CAUSE capacity building and program development efforts.

Ryan Bonville is a first-year graduate student in the Daemen College Master of Social Work (MSW)

Program. He secured his Bachelor of Science in Kinesiology from the State University of New York (SUNY) Brockport. Ryan is currently completing his field education placement at the Daemen College Center for Applied and Unified Sport and Exercise (CAUSE). He is responsible for supporting Sunday activity sessions; working one-on-one with CAUSE clients; and engaging in program evaluation.



Understanding the Significance and Impacts of Historical Trauma in the Black Community Presented by Taylor Person

Slavery and injustice are not only physical, but in the mind. Researchers across the world have documented the significant impact of historical trauma among diverse groups of people. Helping professionals understand that trauma is an emotional response to devastating or traumatic events. With side effects including unpredictable emotions, flashbacks, strained relationships and physical symptoms, we can comprehend the difficulty for individuals and families to find constructive ways of treating their symptoms (American Psychological Association, 2018). Historical trauma has similar implications. Historical trauma is a theoretical perspective used by helping professionals that refers to the accumulative emotional and psychological damage of a specific group of people, caused by traumatic and dehumanizing life experiences (University of Minnesota, 2018). With focus on the Black Community in America, helping professionals and students can begin to understand the historical trauma this population faces.

Taylor Person is a MSW student at Kutztown University and a member of the Phi Alpha Honor Society. Taylor will graduate with her MSW in May 2019 with concentrations in Leadership and Management and Behavior Health. Taylor holds a BSW degree from Kutztown University, along with 4 years of experience working with diverse concentrations including behavior and mental health, research, and community organizing. Within 4 years, Taylor has worked with families, youth, homeless populations, and in interdisciplinary teams with helping professionals. Taylor has presented her research at Kutztown University's 2018 Global Conference and will present at Millersville University this spring.



HIRE ME Presented by Alexandra Jones, Taylore Kerns, Thomas C. Gibbon

HIRE ME is a collaboration between Big Springs School District, Shippensburg School Districts and the Special Education program at Shippensburg University. The HIRE ME Program integrates students with disabilities into the university campus through work experience at various job sites. This experience gives youth with disabilities the opportunity to develop soft and hard skills within the workplace and prepares the students for the transition to competitive employment. A program evaluation was conducted in the Fall of 2018 and aimed to evaluate the effectiveness of the HIRE ME Program by examining existing quantitative data from 2016-2017 and conducting and analyzing semi-structured interviews with HIRE ME constituents. This research found the HIRE ME program to be successful in their goal of helping students with disabilities increase their confidence and basic work skills; implications for further program development were noted.

In 2016, **Alexandra Jones** graduated from Shippensburg University with her bachelor's degree in English and Taylore Kerns graduated from Messiah College with a bachelor's degree in Social Work. Alexandra and Taylore will both obtain a Master's in Social Work from Shippensburg University in 2019 and 2020, respectively. Alexandra is the Graduate Assistant responsible for running the daily operations and Taylore

is the Graduate Assistant responsible for conducting research of the HIRE ME program. These two graduate students embody all the good that comes out of collaboration, INSINC's theme this year, by supervising and evaluating HIRE ME together. Alexandra and Taylore are dedicated to serving individuals with disabilities through practice-informed-research and research-informed-practice.

Dr. Thomas C. Gibbon is an Associate Professor and Chair of the Department of Educational Leadership and Special Education at Shippensburg University. He earned an EdD in Developmental Education from Grambling State University, Louisiana, and a Masters in Special Education with Special Education Teaching Certificates from McDaniel College, Maryland. He has published or presented about the following: transition to adulthood and higher education; sexual harassment and safety; sexual education; multicultural competence for pre-service teachers; teaching children with chronic illness; inclusion; family advocacy for transition services; self-regulated learning; interventions for college students on academic probation; summer bridge programs; others.



Increasing Retention Rates of Undergraduates in STEM Presented by Victoria Chavez

This research focuses on understanding why there exists a large discrepancy in the STEM concentrator student body at Brown University. Specifically, the disproportionate amount of underrepresented minorities (URMs) who leave their intended STEM concentrations sometimes in favor of another STEM concentration, many times in favor of a non-STEM concentration.

Through conducting interviews with undergraduates, faculty, and staff, we have find that there exists a disconnect between undergraduates and faculty in their respective departments. This disconnect is in part due to lack of faculty training, lack of clear prerequisites, and lack of communication. After a thorough literature review and a high school survey, we suggest several actionable steps that can be taken at the university level, department level, faculty level, and student level to help increase the retention of students.

Victoria Chavez graduated from Brown University in 2018 with a Bachelor's in Computer Science and Hispanic Studies. She is currently pursuing her Master's in Urban Education Policy and working with Computer Science for Rhode Island to increase the accessibility of computer science to students with disabilities. Her previous work experience includes both teaching and software engineering roles at Brown University and internships at Girls Who Code, Twitter, and Microsoft. Victoria uses both she/her and they/them pronouns.



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