

ARCHITECTS *of* **HUMANITY**

Decolonizing the Future of Community Psychology

September 28th & 29th, 2018

Southeast Ecological Community Psychology Conference
2018

North Carolina State University

NC STATE
UNIVERSITY

About Us

Southeast ECO is a regional extension of the Society for Community Research and Action (SCRA, www.scra27.org). ECO conferences are organized by graduate students and allow community psychologists and other folk from applied settings to gather.

The theme for the conference is "**Architects of Humanity: Decolonizing the Future of Community Psychology.**" We are guided by a call to explore worlds where those who are most marginalized thrive, humanity is affirmed, and communities' well-being is reflective of a commitment to liberation. The conference will include storytelling, poster presentations, research talks, and teach-ins. We encourage multidisciplinary work and work that centers marginalized communities.

We invite submissions that acknowledge and include strengths and knowledge from multiple perspectives. Join us as we bring together scholars, community members, writers, health professionals, educators, scientists, and artists for teaching, workshops, storytelling, and the practical application of psychology to communities.

Keynote Speaker



Photo: Mark Maya

Pierce Freelon is a professor, director, musician, Emmy-Award winning producer, and former candidate for Mayor of Durham.

He is the founder of Blackspace, a digital maker space in Durham where young people learn about music, film and coding. He is the writer, composer and co-director of an animated series called *History of White People in America*, which premiered at the Tribeca Film Festival in 2018.

He co-founded *Beat Making Lab*, a PBS web-series, which won *Best Video Essay* for its episode *Heartbeats of Fiji* at the 2015 Daytime Emmy Awards. He is the frontman of the jazz and hip-hop band *The Beast*.

Pierce earned a BA in African and African American Studies at UNC Chapel Hill and an MA in Pan African Studies at Syracuse University. He has taught music, political science, and African American studies at UNC Chapel Hill and North Carolina Central University.

Pierce lives in Durham with his wife Katy and their two children. Pierce was born and raised in Durham, North Carolina where he ran for Mayor in 2017 on a platform of Community, Growth, Youth and Love. He is the youngest person to be appointed by the Governor to serve on the North Carolina Arts Council board. He has also served on the boards of the Durham Library Foundation, Nasher Museum of Art, KidZNotes, and others.

Source: Freelon for Durham

Decolonizing the Future of Community Psychology

Southeast Ecological Community Psychology Conference 2018

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Friday, September 28th	
7:00pm - 9:00pm	Social Big Boss Brewery <i>1249 Wicker Dr Raleigh, NC 27604</i>
Saturday, September 29th	
7:00am - 9:00am	Registration and Breakfast
8:30am - 8:45am	Welcome
8:45am - 10:00am	Session 1 <i>Quick Talks, Storytelling, Teach-Ins</i>
10:00am - 11:00am	Session 2 <i>Quick Talks, Storytelling, Teach-Ins</i>
11:15am - 12:15pm	Lunch
12:15am - 1:15pm	Keynote Speech Pierce Freelon <i>Professor, director, musician, Emmy-Award winning producer, and former candidate for Mayor of Durham</i>

1:15pm - 1:30pm	Break
1:30pm - 2:30pm	Poster Session
2:30pm - 4:00pm	Session 3 <i>Quick Talks, Storytelling, Teach-Ins</i>
4:00pm - 4:30pm	Closing Remarks and Awards
4:30pm - 5:30pm	Break
5:30pm - 8:30pm	Social Talley Student Union <i>2610 Cates Ave</i> <i>Raleigh, NC 27606</i>

Conference Sessions

Saturday, September 29th

Session 1: 8:45am - 10:00am

Using a Charrette Procedure as a Method (Room:G108)

LB Klein - Quick Talk

This talk focuses on the use of the Charrette Procedure as a community participatory research method. Adapted from urban planning, the Charrette Procedure is an interactive creative brainstorming exercise that is designed to maximize participation. This method provides an opportunity for efficient idea generation and helps to destabilize power dynamics within large groups. The talk will consist of four brief sections: (1) an overview of the benefits of a Charrette Procedure, (2) a step-by-step outline of how to conduct a Charrette Procedure, (3) an in-depth example of how the Charrette Procedure was used with stakeholder groups for a sex trafficking prevention project (Teach2Reach) in North Carolina, and (4) resources and tips for attendees interested in using the Charrette Procedure as a community participatory research method.

Decolonizing Cultural Exchange (Room:G108)

Niambi Hall-Campbell Dean, PhD & Kwesi Craig Brookins, PhD - Quick Talk

Having gained its independence in 1973, evidence of neo-colonization in Bahamian culture, particularly education, are present (Urwick, 2002). This quick talk is presented to discuss methods in which academic cultural exchanges can be modeled to eliminate the enmeshment and promotion of colonial epistemologies through the example of The Indaba Project (TIP). TIP is a Bahamian youth empowerment program, with the mission to “empower African people around the world to resolve their own issues and network with others with a similar goal”. In March 2018, TIP embarked upon a partnership to host a small faculty group from North Carolina State University using funds from a U.S. Embassy and NCSU grants.

The purpose of this trip was multifaceted but one of the expressed goals included the creation of a Bahamian ecological-educational tour that students of The Indaba Project could use as a means of employment and economic independence. Other goals, included but were not limited to, establishing partnerships with the University of The Bahamas, presenting guest lectures by NCSU faculty and the development of a study abroad/cultural exchange program with Indaba youth and NC State students. Challenges of the project include the logistics of working with undocumented students and the cultural awareness training requirements for NCSU students. Real examples

from the trip will be represented to pose questions regarding power dynamics, reciprocity, and researcher responsibility in cultural exchanges.

Seeds of Liberation: Implementing Civic Agriculture to Actualize Food Sovereignty (Room:G109)

Alexander J. Simmons - Quick Talk

Civic agriculture is consistent with the tenets of community psychology. It is characterized by community problem-solving and empowerment in producing, processing, and distributing food (Lyson, 2012). The Males Place (TMP), a local non-profit organization, employs civic agriculture as a means to establish food sovereignty in its community. In this quick talk I: 1) argue that civic agriculture is an important means of liberation for communities with limited resources to ensure community health, vitality and sustainability; and 2) highlight specific activities and processes that foster impactful civic agriculture.

Participatory Theory Development: Co-creating Transferable Theory with Community (Room:G109)

Dr. Natalie Kivell - Quick Talk

This quick talk presents a new methodology based in Critical Participatory Action Research (C-PAR) (Torre, 2009; Torre, Stoudt, Fine & Fox, 2012), and the decolonization of research, knowledge, and theory construction (Dutta, 2016; Tuhiwai-Smith, 2012). Participatory Theory Development (PTD) is an emancipatory and participatory methodology which centers community knowledge(s) in the construction of generalizable and transferrable theories. The goal of PTD is to construct theory that addresses power inequities and social injustices that is relevant to the local community and to the construction of academic theory. I built PTD using three principles: (1) PTD must construct knowledge that is useful for and has implications in the community creating the knowledge. It must also be developed in a way that it can be used to inform, disrupt and build on academic and transferable social theory by privileging community knowledge in the process of theory construction; (2) PTD asks different types of research questions than C-PAR and PAR research asking questions that would build the foundation of good theory; and (3) PTD pulls from a diverse set of methodologies, analytic approaches and analytic tools to meet the needs of the previous two principles. According to Denzin, Lincoln and Tuhiwai-Smith (2008) critical research “must resist efforts to confine inquiry to a single paradigm or interpretive strategy. It must be unruly, disruptive, critical and dedicated to the goals of justice and equity” (p.2). As a critical methodology PTD should be all of these things and look to interpretive tools and approaches that can help to further the goals of the particular study and context. In this quick talk I will provide a brief outline of PTD using an example from my own research where myself and a group of community organizers and activists co-created a theory of transformative change.

Youth-Led Participatory Action Research: Maximizing Empowerment with Minimal Resources (Room:G110)

Hanna Naum-Stoian & Katy Morgan - Teach-In

During this teach-in, the presenters will discuss their personal experiences as professional students with few resources facilitating youth-led participatory action research (YPAR) projects. YPAR is a research modality through which “young people learn through research about complex power relations, histories of struggle, and the consequences of oppression. They begin to re-vision and denaturalize the realities of their social worlds and then undertake forms of collective challenge based on the knowledge garnered through their critical inquiries.”(Cammarota & Fine, 2008) This process provides opportunities for youth to be at the forefront in investigating and taking action against issues that directly impact their lives, which both empowers the youth involved and adds to the research literature by providing the perspectives of those with lived experience in relation to the research topic. The teach-in will include advice for making initial connections with youth development organizations, finding funding for projects, structuring a YPAR curriculum while being careful to respect the autonomy of the youth-researchers, and teaching youth with no previous research experience to design, conduct, and analyze their own research within a short period of time.

Too Black, Too Natural, and Too Vocal in the Higher Education Workplace: Gendered Racial Microaggressions among African American Women (Room:G108)

Whitney N. McCoy, M.A.T., Oriana T. Johnson, Angela M. White, Ph. D., Callie Womble, Ph.D, & Jessica DeCuir-Gunby, Ph. D. - Storytelling

African American women often experience gendered and racialized microaggressions in the higher education workplace (Gomez, 2015; Lewis & Neville, 2015). Racial microaggressions are subtle, commonplace, verbal or nonverbal negative messages that are communicated to people of color (Sue, 2007; Sue, 2010). Using a critical race theory framework (Delgado & Stefancic, 2017) focusing on intersectionality (Crenshaw, 1989), we explore the experiences and coping mechanisms of African American women. With a variety of workplaces being represented, including community colleges, Historically Black Colleges and Universities, and Predominately White Institutions, numerous themes emerged. Using qualitative methods, participants (n = 12) expressed being (a) silenced and marginalized, (b) victims of pathologization of cultural values, (c) subjects of controlling images and stereotypes. Coping strategies such as open communication, avoidance, and self-care were used to mitigate these experiences. Through counterstorytelling, the experiences of Crystal, Destiny, and Jacqueline (all pseudonyms) give a voice to this marginalized group as they work to overcome microaggressions in the workplace. Examining the effects of gendered racism can inform and influence African American women as they learn to navigate the impact of racism in this environment.

Session 2: 10:00am - 11:00am

Authoring Our Reality: An Analysis of Author Indexes of Psychology Textbooks, and How to Build More Intersectional Classrooms (Room: G108)

Heather Perkins & Betty-Shannon Prevatt - Quick Talk

Although psychology attracts and graduates a comparatively diverse group of students (77% of psychology degrees went to women, and 35% went to students of color) psychology classrooms largely omit or elide the field's problematic history and current lack of diversity (NSF & NCSES, 2017; Ocampo et al., 2009). By adopting a pedagogical approach rooted in intersections – specifically, exploring how identities intersect, and centralizing the experiences of marginalized groups – instructors can help remedy these issues (Hill Collins & Bilge, 2016; Case, 2016a). But while many instructors express interest in intersections, they also report uncertainty about where to begin, how to proceed, and the effects of their own privilege and imperfect understandings (Prieto, 2018). This often results in a pattern of hesitance and delayed action that becomes endemic to their teaching.

To help combat this, we conducted an analysis of the often-overlooked structure that underlies our textbooks, and indeed our entire body of scientific knowledge: author references and citations. In our quick talk, we will present our research regarding author references (for example; in one popular textbook, we found that 82% of frequently cited authors were white men, 14% were white women, and only 4% were men or women of color). We will also identify the frequently cited, interdisciplinary 'heavy hitters' that students encounter across classrooms, and ask our audience to reflect on how these practices impact students' perceived belonging and future in the field. Overall, we hope to demonstrate that the time to be more intersectional in our teaching is now, and to inspire a discussion about how we can help ourselves and each other in this process. Ultimately, the goal of this presentation is to spark discussion about the effects of 'small' omissions and small changes that can have a large impact on students and the field.

Challenging or Conforming? Queer Students and Mentoring Relationships in Higher Education (Room: G109)

Brooke Graham - Quick Talk

The institution of higher education is founded upon and organized around principles of white, heteronormative, ableist, middle class norms (Staples, 2014). However, many students who occupy that institution possess other identities that are unrecognized, unwelcomed, and often a threat to the system. Within the sociological studies of education, mentorship has been shown to play a crucial role in the success of students, especially students with marginalized identities (Erickson et al., 2009). Previous literature has examined how race and gender and other identities play into the process of mentorship but work around students of queer identities is minimal (Chase, 2010; Hurd and Sellers, 2013; Jack, 2016; Noy and Ray, 2012; Ortiz-Walters and Gilson, 2005). This study examines how mentoring relationships aid queer students in

navigating and challenging the social and cultural capital of higher education through in depth interviews with queer undergraduate student respondents. This data will then be analyzed for patterns within the process of mentoring relationships and queer students. The goals of this research are to inform public policy and institutions of higher education on the process of mentoring and how queer students navigate the heteronormative structure of higher education, as well as influence change toward a more inclusive university system on the structural level.

Examining Youth Attendance and Engagement in OST Programming (Room: G108)

Dominique A. Lyew & Adele V. Malpert - Quick Talk

In this presentation, we will share our experiences developing a participatory action research project to address youth participation and engagement in out-of-school time (OST) programming. We partnered with staff and youth advisory board members from the Oasis Center (a Nashville OST provider) to implement three key goals, to: 1) Identify core themes in youth experiences attending and engaging in Oasis programming; 2) Develop key topics and foci for youth driven community interviews; and 3) Design youth driven interventions to promote attendance and engagement. In this presentation, we will reflect on results from our first initiative, a series of concept mapping activities designed to capture youth experiences in programming. We will provide a brief overview of our process and methodology before reflecting on key findings. Implications on future directions will be discussed.

sTURBOcharging Youth-Led Participatory Action Research Through Urban Design (Room: G108)

Hanna Naum-Stoian & Katy Morgan - Quick Talk

In this quick-talk, presenters will outline a method of engaging youth in urban design and community research. The Nashville Civic Design Center's sTURBO (student Tactical URBanism Organizers) program teaches youth urban design strategies, introduces them to the process through which changes to the built environment are made, and challenges them to think critically about the ways in which the design of a neighborhood affects the health of that community. Working closely with architects, planners, and community stakeholders, sTURBO inspires permanent changes to their neighborhood through designing, building, and evaluating temporary installations, such as pop-up miniature parks, temporary traffic circles using cones, and artistic crosswalks. The goal of the sTURBO program is not only to develop design thinking skills, but also to promote civic participation and raise youth's critical consciousness, which involves engaging people in an understanding and continuous questioning of their social circumstances and the systems by which they are shaped (Freire, 1972). In combining community-driven design with community research and the direct action of changing the urban form through tactical urbanism, sTURBO aims to engage students in full praxis via Youth-Led Participatory Action Research. We hope that a quick overview of the work

sTURBO engages in will help researchers and practitioners imagine new opportunities to engage youth in addressing inequity within their neighborhoods.

Group Mentoring in Project Arrive: What Characteristics Contribute to Positive Group Relationships and Experiences in School-Based Group Mentoring Programs? (Room: G109)

Renita Moore, Katherine Hale, & Gabriel Kuperminc, Ph.D. - Quick Talk

Research on group mentoring is beginning to show positive effects on a range of youth development outcomes (Kuperminc, 2016). However, little is known about program practices that contribute to these effects. Project Arrive is a school-based group mentoring program aimed at providing resources and support to strengthen the academic and socio-emotional development of high school freshmen at risk for dropping out of school. Its purpose is to help 9th graders make a successful transition into high school, and to connect them with the people, resources, and inspiration they will need to stay on the path toward graduation. Because of its focus on building positive relationships among peers and between youth and adults, group mentoring may be particularly valuable for youth vulnerable to school dropout (Kuperminc, 2016; Kuperminc & Thomason, 2013). We conducted a multi-level analysis with a sample of 114 youth participating in 32 groups to investigate program, mentor, and mentee characteristics (e.g., group size, gender composition, ethnic diversity and mentor experience) that contribute to positive group experiences and relationships with mentees. Group size ranged from 2 to 9 members with a mean of 6.28. There were 10 all-male groups, 10 all-female groups, and 12 mixed-gender groups. Most of the sample identified as Hispanic or Latino (61.6%); other ethnic groups included Asian/Pacific Islander (15.1%), Black or African American (10.3%), White (non-Hispanic; 4.3%), and mixed-race (8.6%). Our findings suggest that smaller group sizes are associated with increased likelihood of more positive relationships with mentors and more positive group climate. Non-significant findings for gender and ethnic diversity as well as mentor experience suggest that successful mentoring groups can arise from a wide range of characteristics.

Systematic Literature Reviews – What, Why, How, and for Whom (Room: G110)

Jordan Jurinsky & Lauren Pearce - Teach-In

The systematic literature review is a methodology that uses systematic processes to collect, synthesize, and critique secondary data. This type of methodology is readily accessible for graduate students without funding as well as for those beginning their thesis/dissertation work. Understanding the depth of a research topic through a systematic literature review prepares a researcher not only to direct their research trajectory but also to advance understanding within their communities. The proposed teach-in would provide a general review of what a systematic literature review is and why someone would do one. From there, the presenters will use real world examples and interactive group discussions to teach the basics of conducting a systematic literature. Lastly, the presenters will highlight how appropriate and rigorous systematic literature reviews can decolonize research results through providing a synthesis and critique of often inaccessible information.

Session 3: 2:45pm - 4:00pm

The Power of the Individual: Community Member Engagement in a Health and Wellness Collaborative (Room: G108)

Honey Minkowitz - Quick Talk

Collaborative networks engage public and private organizations to address complex issues and typically are composed of multisector organizations. Yet, some collaborative networks engage community members, as individuals not affiliated with an organization. Social network analysis of collaborative efforts focus on organizational attributes without attention to these individuals, and thus we have limited understanding of how community members engage at a system level. Utilizing network data from 61 collaborative networks in North Carolina, we analyze the determinants of community member participation, specifically assessing the extent to which network activities, collaborative birth story, meeting frequency and impetus for beginning the initiative.

While network research has provided frameworks for understanding network governance and effectiveness, little attention has been given to understanding individual community member involvement in a collaborative network. Within these partnerships, individuals can be tasked as both service recipients and community thermometers. As a service recipient, they can provide information to organizations regarding the quality of services. As a community thermometer, they can provide needed insight into the needs of the community and act as the voice of the community.

Some of the earliest scholarly interest in community collaboration was born out of an interest in collaboratives as a mechanism for empowering those served by community systems to have a voice in shaping the systems that affected them. Many collaborative networks continue to include individual community members that are not attached to any organizations and participate in the initiative solely as community representatives. Conflicting viewpoints among the collective impact (Kania and Kramer, 2011) and collaborative approaches has resulted in push back on particular models and the extent to which they engage community members in the initiative and in overall systems change. To date, there is limited understanding of how community members are engaged at a system level within community collaboratives.

Using a Risk and Resilience Framework to Explore Father Involvement and Coparenting in Kinship Care (Room: G108)

Stephen Gibson & Dr. Qiana Cryer-Coupet - Quick Talk

Father involvement has been directly linked to children's educational outcomes, early language development, emotional regulation, and sense of racial and gender identity. Broadly defined in the literature, father involvement is comprised of three components: engagement, accessibility, and responsibility. Utilizing the risk and resilience framework, many barriers and facilitators have been identified as factors that impact each dimension of father involvement. Early research on fathers' involvement has focused on primarily middle-class, residential, White fathers (Hernandez & Coley, 2007). However,

recent studies have begun to explore the plight of nonresident fathers who have been impacted by mass incarceration, low socioeconomic status and nonmarital births. These recent samples are often more racially diverse and include fathers with nontraditional family structures. Researchers investigating nonresident father involvement have begun to explore coparenting quality as a predictor of fathering (Pleck, 2010). Coparenting is defined as the ways in which individuals work together in their roles as parents (Feinberg, 2003). Among nonresident fathers, the quality of the coparenting relationship has been directly linked to multiple dimensions of father involvement, as both risk and protective factors (Carlson, McLanahan, & Brooks-Gunn, 2008). The current study explores coparenting relationships among nonresident fathers who have children in relative care arrangements. The results of this study are appropriate for a quick talk because they highlight the differences in coparenting relationships among fathers who are parenting with a relative versus fathers who are coparenting with a previous romantic partner. Implications for targeted responsible fatherhood policy and practice changes will be discussed.

Community Empowerment: Investigating Trauma Informed Care and Employees' Well-being (Room: G108)

Kaylee Noel - Quick Talk

When considering the complexity of trauma and its impact on a community, previous research focuses on supporting survivors. Recent research has shifted to examine employees providing services and the structure of their respective organizations (Hales, Kusumaul & Nochajski, 2017). Some organizations are practicing “trauma informed care” that incorporates factors such as trust, collaboration, empowerment, physical and emotional safety and choice (Harris & Fallot, 2001). The current study expands on this research by surveying employees from Rape Crisis and Child Advocacy Centers across the state of Kentucky to investigate trauma informed care and employee mental health. It was hypothesized that the more trauma informed factors an organization displays the less psychological distress experienced by employees. Sixty seven female employees completed the online survey, The majority identified as White (86.6%) and the mean age was 39.76 (SD = 10.69). They reported working in various capacities within respective organizations (32 direct services, 24 administrative, 8 support staff, and 3 in some other capacity). Results from a Pearson’s R correlation indicated significance between trauma-informed factors in the organization and psychological distress ($r = -.35, p = .004$). A two step hierarchical regression analysis controlling for age, race/ethnicity, and receiving psychological treatment in step 1 ($R^2 = .234, F(3, 59) = 6.01, p = .001$), found that employees’ perception of the amount of trauma informed factors at their place of employment accounted for an additional 9.7% of the variance, $\Delta F(1, 58) = 8.41, p = .005$. The findings have the potential to examine best practices for implementing trauma informed care to promote overall well-being in employees providing services which could increase quality of care to trauma survivors.

The Community Psychology Industrial Complex? Questioning our Role in Reinforcing/Dismantling the Nonprofit Industrial Complex (Room: G109)

Dr. Natalie Kivell, Dr. Susie Paterson, Dr. Dominique Thomas, Dr. Debbie Ojeda-Leitner - Teach-In

The Nonprofit Industrial Complex (NPIC) is a core context in which Community Psychologists practice. The NPIC is a framework proposed to explain the connection between capitalist interests and the development and control of nonprofit organizations. The framework suggests that organizations function first and foremost to remain in existence, and historically to legitimize particular kinds of social change activities over others. The funding restrictions and organizational structures of nonprofits intentionally and unintentionally stifle radical movements and perpetuate deeply entrenched community issues (INCITE, Women of Color Against Violence, 2007). That said, we pose the question does Community Psychology have its own Industrial Complex? Do we, as a field, need to first and foremost remain in existence? Must we participate in order to fund our programs, our students, and our research. What are we giving up when we align ourselves in and with the NPIC? And further, do we perpetuate and reproduce various savior complexes in our interactions with and discussions of communities through our work with nonprofits?

In this teach-in we are launching our collaborative community psychology podcast aimed at engaging in dialogue about the complexities of academia and social justice. The session will begin with a brief overview of the NPIC, a provocative introduction to the potential of a “Community Psychology Industrial Complex”, followed by a facilitated conversation on how to address and/or dismantle our relationships to these systems of capital. The four co-presenters are recently minted Dr.’s of Community Psychology and have individually and collectively engaged CP research in addressing structural racism, gender identity and sexuality, sexism and systems of power. With permission of session attendees, this session will be recorded and edited into a portion of the first episode of this new podcast to bring the teaching and engagement components of this session to a broader audience.

Triangulating to What Cannot Be Said: Working with Attested and Unattested Vocabulary to Expose Social Inequities and Decolonize Our Language (Room: G110)

Stephen Vodantis - Teach-In

This energetic power-point presentation will demo a powerful method for revealing and decolonizing social inequities embedded in language. Many studies have exposed the structural inequities of the political and economic institutions that govern our individual and collective lives. To discover that they become uncritically absorbed in vernacular language through cultural osmosis (and therefore largely shielded from conscious awareness) is perhaps more disturbing. This presentation offers further evidence that we speak a colonized language, which reflects and reproduces the more visible inequities of brick-and-mortar institutions – supporting an important observation by

Wittgenstein: “An inner process stands in need of outward criteria” (Philosophical Investigations, 1953, para. 580). To demonstrate how the method works, we shall analyze two words: democracy and violence. Using attested and unattested vocabulary, we shall expose hidden distortions and triangulate to what cannot be said about how these words are used and understood. The process will emphasize the importance of decolonizing the “institution of language” as well as political and economic institutions, which are socially destructive and in need of transformation. What we learn in this session will have potentially wide-ranging implications for how the field of community psychology conceives of decolonizing its future and the world to which it belongs. The presenter is a PhD candidate in community psychology with a recent MA in the same field and a previous MA in language studies. The presenter’s teaching experience is seven years of formal classroom instruction at the college level, and ten years of directing informal outdoor education for grades K-12. In June 2018, the presenter delivered a talk at an academic conference in Arizona on decolonizing human sexuality.

