



THE UNIVERSITY OF ARIZONA  
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

## Southwest Institute for Research on Women

# The SIROW Voice

Community-based collaborative research, working toward a society in which the wellbeing of women and families is paramount, resulting in their equity, empowerment, and prosperity since 1979.

## LETTER FROM THE DIRECTORS

Dear Friends & Colleagues:

This annual newsletter highlights just a few of the important efforts of SIROW researchers and collaborators 2021-2022.

Tyler Le Peau's article describes how [Project CHANGE Addresses the Rise of Cyberbullying During a Pandemic](#). Learn about [LGBTQ+ Equity Project Expanded Training Opportunities for Service Providers](#) in Courtney Waters' and Shannon Fowler's article. Finally, read [Breaking News from SIROW](#) to learn about SIROW's master's program in research for social change called *Program Design & Evaluation*.

Please check out the list of [SIROW Publications](#) and [SIROW's webpage](#) for lists of publications, reports, and presentations showcasing findings of and lessons learned from SIROW projects. Visit our [webpage](#) if you are interested in learning more about [current and completed SIROW projects](#) and [opportunities to get involved](#).

Thank you to all of our community partners and program participants who have supported and worked with SIROW! Your contributions are invaluable.



Jo Korchmaros, Ph.D. & Claudia Powell, M.Ed.

# PROJECT CHANGE ADDRESSES THE RISE OF CYBREBULLING DURING A PANDEMIC

by Tyler Le Peau – originally published September 2021

One of the mental health issues worsening during the pandemic is cyberbullying and its effects on young people can be tragic. Young people are spending more time online and using technology resulting in cyberbullying increases across the world.

A recent study by L1GHT searched millions of social platforms where young people interact and found that during the COVID-19 pandemic, there's been a 70% increase in bullying and abusive language among kids and teens on social media and chat forums, a 40% increase in toxicity on gaming platforms, and a 200% spike in traffic to hate sites.



SIROW's Project CHANGE addresses cyberbullying as part of its mission to promote safe and healthy Arizona schools and is making a difference in classrooms. The Project CHANGE team delivers presentations to students across Arizona that aim to teach students how to prevent and address cyberbullying. One Arizona CTE teacher shared that her school community has been overwhelmed by mental health crises and the combination of the Project CHANGE presentation on cyberbullying, including student interaction, and story and resource sharing, was of great benefit to her students. After participating in the Project CHANGE cyberbullying presentations, almost all of the students report that they will take steps to address cyberbullying. The CTE teacher emphatically shared that, "This is a POWERFUL message of how just one person can make a difference and to NOT keep bullying bottled up...tell someone."

For more information, please contact Corrie Brinley, [cbrinley@arizona.edu](mailto:cbrinley@arizona.edu).



# LGBTQ+ EQUITY PROJECT EXPANDED TRAINING OPPORTUNITIES FOR SERVICE PROVIDERS

*by Courtney Waters and Shannon Fowler – originally published November 2021*



SIROW is thrilled to announce the release of the LGBTQ+ Equity Training Series. The purpose of the Training Series is to advance LGBTQ+ equity through individual, organizational, and systems-level change by providing education and tools to enhance housing and other community service providers' capacity to serve and meet the needs of LGBTQ+ young people in Tucson and Southern Arizona.

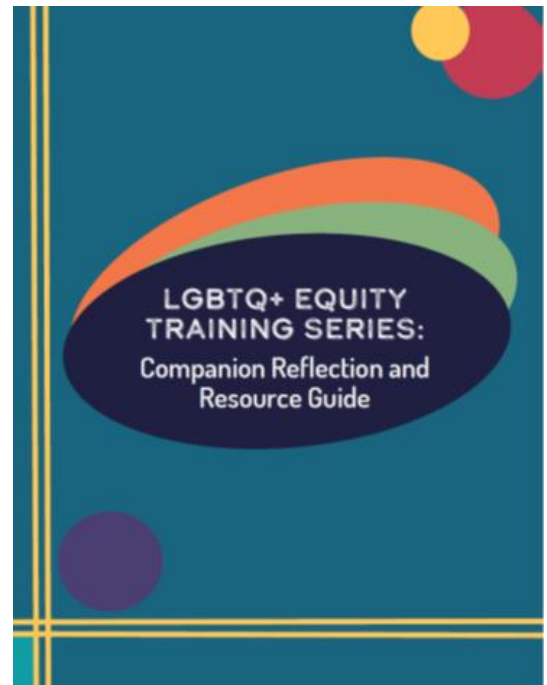
In 2019, Tucson-Pima County was selected as a community to receive technical assistance to prevent and end homelessness for LGBTQ+ youth and youth of color through the Away Home America Grand Challenge. As an expansion of its grant with the City of Tucson's Youth Homelessness Demonstration Program and the Away Home America Grand Challenge, SIROW was tasked with leading the LGBTQ+ Equity Project. The LGBTQ+ Equity Project team developed a comprehensive Training Series consisting of on-demand modules and a Companion Resource & Reflection Guide.

The eight modules in the 3.8-hour series are divided into three sections: Context; Foundations; and Practice. The Context modules (1-2) offer an overarching framework and historical perspective that help situate the series in our modern world. They explore intersecting layers of oppression, underscoring the importance and need for a social justice approach to this work. These modules also summarize key organizing efforts that LGBTQ+ activists have led for decades to advance equity for LGBTQ+ people. The Foundations modules (3-5) lay the groundwork for later modules by providing conceptual information related to LGBTQ+ communities and identities. The Foundations modules offer an in-depth exploration of trans and non-binary identities and give a taste of what viewers find more of in the Practice modules by reviewing tips and strategies for supporting trans and non-binary clients. The Practice modules (6-8) are action-oriented, taking the intellectual knowledge from the previous presentations and offering concrete strategies for centering and uplifting LGBTQ+ communities. These modules challenge viewers to examine their own beliefs, behaviors, workplaces, and practices in an effort to propel meaningful action for change.



The Companion Resource & Reflection Guide includes reflection questions, scenarios with suggested responses, resources, activities and handouts, and printable signage. One highlight from the Companion Guide is the LGBTQ+ Inclusion Best Practices Checklist, which is designed to promote organizational-level change. The checklist allows organizations to examine their own practices and identify areas for improvement in serving LGBTQ+ clients and community members. Organizations wishing to delve further into addressing the best practices can request consultation through the capacity-building branch of SIROW's [Lighthouse Project](#).

The LGBTQ+ Equity Training Series was released in TPCH's online training center in September 2021 and has garnered the most interest of any training on the platform, with over 100 new users registering in the training center within the first four days of its release. Given the Training Series' success thus far, the City of Tucson recently contracted with SIROW to further the LGBTQ+ Equity Project by providing live trainings with community service providers who wish to delve more deeply into the content.



SIROW will have the privilege of facilitating these “Deep Dive” sessions with 135 providers in The City of Tucson’s housing division throughout the upcoming months. The LGBTQ+ Equity Training Series is available to the public through <https://tpch.net/>. Click “E-LEARNING” at the top of the webpage to access the Online Training Center.

For more information, please contact Courtney Waters ([cwaters2@arizona.edu](mailto:cwaters2@arizona.edu)) or Shannon Fowler ([shannonfowler@arizona.edu](mailto:shannonfowler@arizona.edu)).

# BREAKING NEWS FROM SIROW

*Originally published February 2022*

We are pleased to share with you that SIROW is offering a Master's Degree in research for social change called Program Design & Evaluation. This fully online graduate degree offers 7.5 week courses that are tailored for people who cannot meet for class at a specific time and need schedule flexibility.

This degree can be completed in 2 years and is price competitive with other online graduate degrees.

Enroll now to start classes this September! Enrollments will be every fall and spring. Please consider this opportunity for you, your staff, or colleagues and share this email widely.



For more information visit our program site. You can also contact the Director of Graduate Studies at [DGSSIROW@arizona.edu](mailto:DGSSIROW@arizona.edu).





THE UNIVERSITY OF ARIZONA  
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Southwest Institute  
for Research on Women



# MA PROGRAM

## Program Design @ Evaluation

This is a program in **RESEARCH FOR SOCIAL CHANGE**. Students learn and practice the **execution, application, and translation of research** to address the most pressing challenges impacting our local and global communities, such as

- Health, education, and workforce disparities
- Substance misuse and abuse
- Homelessness
- Criminal justice system issues
- Intergroup and interpersonal conflict and violence

Students study and advance solutions to grand challenges through interdisciplinary, community-focused and research-informed problem solving, solution monitoring and evaluation.



### ABOUT THE PROGRAM

This fully online 30 credit MA degree program is designed for students and currently employed professionals with 7.5 week course cycles leading to a completed degree within 24 months. All of the courses are “asynchronous” and offered online so that students can engage in the courses where and when it is convenient for them.

The program will provide students with transferrable skills applicable across industry sectors, populations, and challenges or problems.

Students will gain cross-cultural competencies, community engagement skills and applied research experience while establishing

- **competency in evidence-based problem identification**
- **solution development, monitoring, and evaluation, @**
- **translation of results for program and policy evolution**



### REQUIREMENTS

Pre-admissions requirements are consistent with UArizona online M.A. or M.S. degrees, including the 3.0 GPA requirement for Graduate Admissions. No specific prior coursework is required.



### INSTRUCTION

Established in 1979, the Southwest Institute for Research on Women (SIROW) is a regional resource and research institute renown for collaborative and translational research focused on leveraging health and social equity through evidence.

SIROW faculty with expertise and decades of experience in community-focused, translational research provide instruction and guidance. External experts enhance course learning by sharing experiences and discussing focal issues of importance.



### FOR MORE INFORMATION:

[sirow.arizona.edu/ma-program-design-evaluation](https://sirow.arizona.edu/ma-program-design-evaluation)

Graduate Coordinator: [GC-SIROW@arizona.edu](mailto:GC-SIROW@arizona.edu)

Director of Graduate Studies: [dgssirow@arizona.edu](mailto:dgssirow@arizona.edu)





# SIROW PUBLICATIONS!!



Agley, J., **Meyerson, B.E.**, Eldridge, L.E., Crosby, R.A., **Bentele, K.G.**, Jun, M., Vadieli, N., Kennedy, A., & Anderson, K. (2021). Exploration of pharmacist comfort with harm reduction behaviors: Cross-sectional latent class analysis. *Journal of the American Pharmacists Association*.:1-9.

**Bentele, K.G.** (2020-2022). Housing Insecurity Indicators and Potential Homelessness Estimates for Arizona and Pima County. (Reports 1 through 30 provided as Census HPS data are released) Tucson, AZ: University of Arizona, Southwest Institute for Research on Women.

**Bentele, K.G.** (2021, October). How did inequality gain such prominence on the democratic party agenda? In D. Pettinicchio (Ed.) *The Politics of Inequality (Research in Political Sociology, 28)*, Emerald Publishing Limited, Bingley, 3-22.

**Bentele, K.G.** & O'Brien, E. (2016, 2021). Con: Resolved, states should enact voter ID laws and reduce early voting. In R. Ellis & M. Nelson (Eds.) *Debating Reform: Conflicting Perspectives on How to Fix the American Political System*. 3<sup>rd</sup> & 4<sup>th</sup> Editions. CQ Press.

Carter, G.A., **Meyerson, B.E.**, Rivers, P., Crosby, R.A., Lawrence, C.A., Cope, S.D., DeBruicker, D., Levin, S., Meeks, W., Thomas, C., Turner, B., Abert, C., Coles, H.B., Allen, A., Gonzales-Fagoaga, E., & Grivois-Shah, R. (2021). Living at the confluence of stigmas: PrEP awareness and feasibility among people who inject drugs in two predominantly rural states. *AIDS Behavior*, 25: 3085- 3096. <https://link.springer.com/content/pdf/10.1007/s10461-021-03304-x.pdf>

Coddington, K. & **Williams, J.M.** (2021, January). Relational enforcement: The family and the expanding scope of border enforcement. *Progress in Human Geography*. 24, <https://doi.org/10.1177/03091325211044795>

Gallagher, L.K., **Williams, J.M.**, Lazzeri, D., Chennault, C., Jourdain, S., O'Leary, P., Condon, L.E., & Maxwell, R.M. (2021). Sandtank-ML: An educational tool at the interface of hydrology and machine learning. *Water*, 13(23): 1-15. <https://doi.org/10.3390/w13233328>

Haring, R.C., Blanchard, J.W., **Korchmaros, J.D.**, Lund, J.R., Haozous, E.A., Raphaelito, J., Hudson, M., & Tsosie, K.S. (2021). Empowering equitable data use partnerships and indigenous data sovereignties amid pandemic genomics. *Frontiers in Public Health*, 11, <https://doi.org/10.3389/fpubh.2021.742467>

**Korchmaros, J.D.** & **Bentele, K. G.** (2021, November). U-MATTER: Improving Well-being and Decreasing Opioid Misuse. Tucson, AZ: University of Arizona, Southwest Institute for Research on Women.

**Meyerson, B.E.**, Russell, D.M., Kichler, M., Atkin, T., Fox, G., & Coles, H.B. (2021). 'I don't even want to go to the doctor when I get sick now': Healthcare experiences and discrimination reported by People who Use Drugs, Arizona 2019. *International Journal of Drug Policy* 93, 103112.

**Murphy, S.** & **Williams, J.** (2021). An Intersectional Analysis of STEM Student Outcomes at the University of Arizona. Tucson, AZ: University of Arizona, Southwest Institute for Research on Women, Women in Science and Engineering Program.

Robertson C.T., **Bentele, K.G.**, **Meyerson, B.E.**, Wood, A.S., & Salwa, A.J. (2021). Effects of political versus expert messaging on vaccination intentions of Trump voters." *PLoS ONE*, 16 (9): 1-7.

**Williams, J.M.** & Coddington, K. (2021). Feminist periscoping in research on border enforcement and human rights. *Journal of Human Rights*, 20 (1):1-9.

**Williams, J.M.** & Tolbert, S. (2021, February). 'They have a lot more freedom than they realize': Science education as a space for radical openness." *Cultural Studies of Science Education*.





THE UNIVERSITY OF ARIZONA  
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

# Southwest Institute for Research on Women

## Our Mission

Develop, conduct, and disseminate collaborative outreach, education, intervention, and research projects of importance to diverse groups.

## Our Goals

- Engage in collaborative feminist research on topics pertinent to the lives of girls, women, and families;
- Develop and conduct outreach, education, service, research, and trainings with regard to mental and physical health, sexuality, legal matters, education, workforce, equity, diversity, and other issues;
- Address social inequalities and group-based disparities;
- Examine and support women's contribution to literature, the arts, and Southwest heritage;
- Advocate for women and families by linking researchers with community organizations and policy makers;
- Identify, illuminate, and disseminate research on girls, women, families, and gender differences.

### Southwest Institute for Research on Women

925 N. Tyndall Avenue

Tucson, AZ 85721

Tel (520) 621-3839

Fax (520) 621-1533

[sirow.arizona.edu](http://sirow.arizona.edu)

