



Summer 2013

COMMUNITY RESEARCH NEWS



Greetings from the Southwest Institute for Research on Women! I am pleased to report a productive and exciting past year with several new and continuing programs, published research outcomes, and new personnel that add to SIROW's community connections, contributions, and expertise. In this issue we highlight three of SIROW's new programs (Project Launch; Volunteer Telephone Continuing Care; Digital Activism for Youth), as well as four of SIROW's ongoing projects (Project Change; iSTEM Project; Juvenile Drug Court/Reclaiming Futures National Evaluation; MOMs Project). SIROW's diversified portfolio of programs and projects promote health, education, opportunities, and advancement for women, families, and children of various ages, diverse backgrounds and life situations. SIROW works to illuminate issues of injustice, promote the rights of others, highlight gaps in services and educational opportunities, and provide needed data on these issues as well as on evidenced-based approaches to addressing these issues. We aim to empower and encourage those with whom we work while engaging in advocacy at multiple levels.

We appreciate your collaboration, support and ongoing generosity! I am happy to report that SIROW raised \$5,000 in cash donations and goods during our winter holiday campaign. These dollars are earmarked for client supplies – items that are critically needed but often difficult to fund. I would like to extend a heartfelt “thank you” to all those who participated in this campaign to all for your continued support!

Sally Stevens, Executive Director



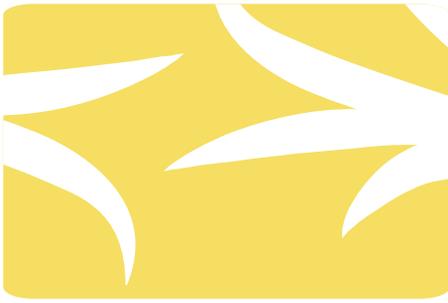
In October of 2012, the Pascua Yaqui Tribe's Sewa Uusim program was awarded a four year grant from The Center for Mental Health Services (CMHS) branch of the Substance Abuse and Mental Health Services Administration (SAMHSA) to implement Project Launch.

The Pascua Yaqui tribe is collaborating with SIROW for evaluation services and training. Project LAUNCH focuses on improving and enhancing services and programs for children birth to age eight and their families who are members of the Pascua Yaqui Tribe in Southern Arizona. The goal of Sewa Uusim and Project Launch is to create a sustainable culture of collaboration and provide accessible integrated resources that promote child wellness for families. The vision of the program is that every child will have equal opportunities to engage in an array of culturally relevant, strength based services that promote wellness, spirituality and improve quality of life.

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SIROW
Building community
and strengthening
individuals and families
through
research, action
and advocacy.

The Southwest Institute for Research on Women (SIROW), established in 1979, is a regional research and resource institute within the Gender and Women's Studies Department at the University of Arizona. SIROW's region includes Arizona, Colorado, Nevada, New Mexico, Texas, Utah, Wyoming, and Northwestern Mexico.

Visit us on the web!

<http://sirow.arizona.edu>

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Project CHANGE: Career, Harassment, and Nontraditional Gender Education



Formerly named "ADE Nontraditional Careers Project," Project CHANGE provides resources to Arizona educators and students. Topics include: nontraditional careers; recruitment and retention of nontraditional students; gender; sexual harassment; cyberbullying; and Career and Technical Education (CTE) awareness. Project CHANGE provides

workshops, presentations and online classes. Last year, Project CHANGE provided services to 10,000 students and 250 educators across Arizona.

In response to feedback from educators, the project now offers workshops on cyberbullying and CTE. The first presentation on cyberbullying was conducted in June at the Native Innovations Technology Leadership Conference in Flagstaff, AZ. The CTE awareness presentation is currently being developed and will be available for educators and students in the Fall of 2013. In addition, educators seeking to better understand nontraditional careers now have an added incentive. Project CHANGE is offering educators two online classes which give educators up to 30 hours of professional development and 3 Career Education Units. This project is funded by the Arizona Department of Education.

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Selected New SIROW Publications

Bootzin, R.R., Cousins, J.C., Kelly, M., and Stevens, S. (in press). Substance use: Caffeine, alcohol, and other drugs. In *The Oxford Handbook of Infant, Child, and Adolescent Sleep and Behavior*, Chapter 36, 532 - 544. New Knowledge Works Pvt Ltd., Chennai, India.

Korchmaros, J.D., Powell, C., and Stevens, S. (2013). Chasing sexual orientation: A comparison of commonly-used single indicator measures of sexual orientation. *Journal of Homosexuality*, 60, 4, 596-614.

Korchmaros, J.D., and Stevens, S. (2013). Examination of the role of therapeutic alliance, treatment dose, and treatment completion in the effectiveness of The Seven Challenges. *Child and Adolescent Social Work*, 1-26.

Powell, C., Stevens, S., Lo Dolce, B., Sinclair, K. O., and Swenson-Smith, C. (2012). Outcomes of a trauma-informed Arizona family drug court. *Journal of Social Work Practice in the Addictions*, 12, 3, 219-241.

Ruiz, B., Branson, C., Francis, G., Vaughn, G., Greene, A., Kingwood, N., Ampadu, G. (in press). Expanding adolescent substance abuse treatment in diverse settings. A case for incorporating HIV risk reduction services using evidence-based models. *Journal of Evidence-Based Social Work*.

Stevens, S., Thompson, E. M., Vinson, J., Greene, A., Powell, C., Lacona, A., and Russell, S. (2013). Informing sexuality education through youth generated anonymous questions. *Sex Education: Sexuality, Society and Learning*, DOI:10.1080/14681811.2013.781020.

iSTEM Project Reaches Native American Youth Through Science

SIROW is beginning its second school year of the NSF funded, iSTEM project. During the 2012-2013 academic year, SIROW and its partner StrengthBuilding Partners, worked with over 30, primarily Native American (Yaqui) 3rd-8th grade students, in the program that combines one-on-one mentoring with science and engineering exploration. A diverse group of mentors ranging from undergraduate and graduate UA students, from both science and non-science disciplines, professional scientists from local science related industries, and community members from the Pascua Yaqui community worked with students on hands-on science projects and accompanied their mentees on field trips and special events throughout the year.

The 2012/2013 units and field trips included, Solar Energy and Robots, Optics (Flaundra Science Center), Flight & Motion (Pima Air and Space Museum), and Astronomy (Star Party with the UA Astronomy Club).

As a continuation of the academic year activities, four additional science events were held this summer. These included a workshop on Funds of Knowledge (the importance of community held wisdom and history), Career Planning for Students, Exploring The Gulf of California and NW Mexico through Map Making, and a Water Science & Swimming Party.

We are looking forward to working with more students beginning in August.



This year's activities and field trips will begin with solar energy and then focus on land, landforms and mapping and will include four new units:

- Mapping and GIS
- Soil Science
- Watershed Management
- Ecology: Urban Ecology & Santa Catalina Ecology (Vegetation & Wildlife)

If you are interested in becoming a mentor and can commit to working with a student once per week for a minimum of one year, we'd love to have you get involved and work with these wonderful students on fun hand-on science activities and accompany your mentee on exciting field trips. For more information, please contact Rachel Paz at rpaz@email.arizona.edu.

Remember you do not need to be a scientist to mentor a student. You will learn alongside a student while making a new friend.



iSTEM Lessons Learned & Reinforced

- Our work in the community has emphasized the importance of working with students in their home communities and involving their families.
- The more closely activities relate to the everyday lives of youth, the more engaged they are in science activities and content.
- Educational opportunities exist almost everywhere. Kids are engaged in science when they don't even know it. Adults need to point that out whenever they can.
- UA has many science education resources, which are available to K-12 students, educators, and communities.
- Individuals do not need not be professionally trained scientists to encourage students in science and engineering. It is important to address the insecurities and resistance that many experience related to science.



Learning Through Translation: A SIROW Intern's Experience

The SIROW-Central staff enthusiastically welcomed Dominique C. Cruz, a first year UA student from New Hampshire, as an intern during the Spring 2013 semester. Dominique is part of the UA Honors College as a Hispanic Merit Scholar and is majoring in Latin American Studies with Spanish and Pre-Med thematic minors. The goal of Dominique's internship was to translate from English to Spanish the PowerPoint slides for 14 sessions of our sexuality education curriculum - Health Education for Youth (SIROW-HEY). The Spanish translated name we are using is ProJoven: Educación de Salud Sexual. While Dominique had no previous translation experience, her professional work ethic, positive approach, and experience growing up immersed in the Spanish language by her Dominican parents proved her more than qualified. She excelled in this role with SIROW. In fact, she did such impressive work with us that she joined Monica Davis, a SIROW Research Social Scientist, for a week in Guanajuato, Mexico. There she co-facilitated and piloted ProJoven as part of a one-week summer program for adolescents at Resplandor International, a non-profit organization founded by Dr. Todd Fletcher, a Professor in the UA College of Education.

In addition to the translation of the sexuality education sessions, Dominique reflected on her experience through creative electronic journaling. In her journal, she shared introspective responses to the curriculum, as well as quotations, images, and a 'feelings' word summarizing her reaction to each session's content. The following excerpt (see adjacent text box) and associated image are from an entry in Dominique's internship journal.

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Journal Entry Excerpts

Topic: *Body Image and Self-Esteem*

(by Dominique C. Cruz)

"Bratz dolls were among my toys of choice growing up. Not only was this company keen on creating dolls of all skin colors and hair colors/types, but they were also not as career orientated as the Barbie dolls that my older sister played with. Instead, Bratz dolls different outfits were all about reflecting personal style and having fun! Is this a better image for young girls to idolize? I'm not sure...but it was nice to be able to have a doll that looked like me."



"I wish it was more a piece of common knowledge that "all that matters is how you see yourself". Yes it is a cliché, but honestly realizing this has saved me so much grief over little things people around me have said or done that hurt my feelings or insulted me. You have to live in a way that makes you proud of yourself and surround yourself with people who remind you of how amazingly beautiful and smart you are just with their presence and respect. I really liked this session because it is eye-opening...we are all special and worthy of time, respect, love, and laughter."

"All that matters is how you see yourself. I understand that now. Whenever you feel sad, just remember that there are billions of cells in your body and all they care about is you."
Feeling: *special*

Seven Challenges Treatment Program: Program Evaluation

SIROW Researchers, Josephine D. Korchmaros, and Sally J. Stevens conducted an evaluation of The Seven Challenges Treatment Program. The evaluation was funded by Providence Service Corporation, Inc. of Tucson, AZ which uses the program in its adolescent outpatient substance abuse treatment program. The Seven Challenges (<http://sevenchallenges.com>) is an evidence-based adolescent substance abuse treatment program developed by Dr. Robert Schwebel of Tucson, AZ. Clients of Providence's adolescent outpatient program completed surveys before they started the program (pretreatment) and three months after completing treatment and post-treatment survey responses were compared to the pretreatment survey responses.

Results from 89 (72 male, 17 female) clients indicated that The Seven Challenges program provided by Providence was effective in multiple ways. First, it increased the number of days that clients did not use alcohol or other drugs (AOD). Second, it reduced clients' use of tetrahydrocannabinol (THC: pot and hash) and other drugs. And, third, it reduced problems associated with substance use and internal mental distress. Results also indicated that treatment dose was related to the effectiveness of The Seven Challenges. Clients who received more intensive exposure to The Seven Challenges program showed better treatment outcomes. An article describing this evaluation and additional findings is forthcoming in *The Child & Adolescent Social Work Journal*.

Contact: Josephine Korchmaros, jkorch@email.arizona.edu

Volunteer Telephone Continuing Care Project (VTCC)

The Volunteer Telephone Continuing Care (VTCC) project is a five year study assessing the helpfulness of telephone support services for adolescents leaving residential substance abuse treatment. The main goal of this study is to evaluate the effectiveness of providing VTCC to adolescents after discharge from treatment in terms of reducing relapse to substance use and substance-related problems, as well as increasing involvement with pro-recovery peers and activities. UA-SIROW is enthused to be partnering with Chestnut Health Systems on this project funded by the National Institute on Alcohol Abuse and Alcoholism.

VTCC services are delivered by trained volunteers who will initiate and maintain nine months of regular telephone contact with adolescents. Volunteers offer support, information/referrals, and help set weekly clean and sober goals.

UA-SIROW is partnering with local residential treatment facilities to identify potential adolescent participants. Because this is a randomized effectiveness trial, adolescents who agree to participate will be randomly assigned to either receive Usual Continuing Care (UCC) or UCC plus VTCC. UCC is developed by residential treatment staff as part of the discharge planning for each adolescent and often includes individualized recommendations for outpatient treatment and referrals for other services. This varies depending on where the youth resides and what, if any, agencies they are enrolled in once leaving the facility. Youth assigned to the VTCC group will receive UCC plus nine months of telephone calls from their assigned volunteer.

Throughout participant's involvement in the study, research staff administer the Global Appraisal of Individual Needs (GAIN) assessment to participants in both the UCC and VTCC groups. Assessments will be conducted at intake into residential treatment and at 3, 6, 9, and 12 months post-discharge to measure change over time and analysis will be conducted to detect differences between groups.

We are excited to provide additional support and resources to local youth and families, as well as to participate in a project evaluating a low-cost continuing care intervention that could benefit the adolescent substance abuse treatment field.

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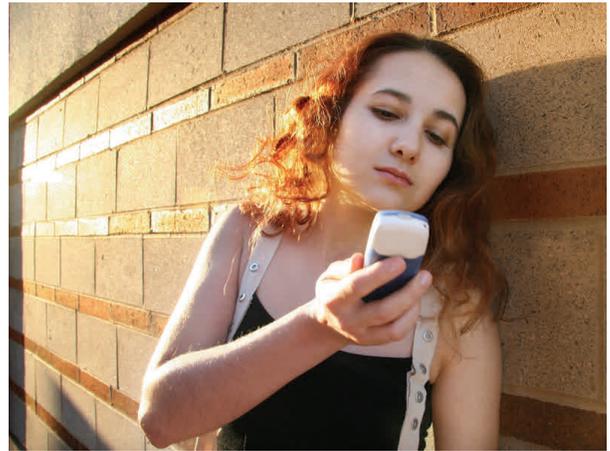
National Evaluation of Juvenile Drug Courts and Reclaiming Futures Evaluation Findings: Community Engagement

The Southwest Institute for Research on Women (SIROW) has been leading the efforts on a national cross-site evaluation of juvenile drug courts that have implemented the Reclaiming Futures model. Last fall SIROW interviewed research participants about their experiences matching youth to services. These participants were identified as working directly with youth served by these juvenile drug courts. Because community engagement is a focus of both juvenile drug courts and Reclaiming Futures, this was a topic that many participants discussed during the interviews.

While the importance of community engagement to youth's success in treatment is recognized in order to successfully transition back to their communities and to prevent recidivism and substance use relapse, many participants stressed the barriers to positive community engagement and the challenges they face when trying to engage their local communities. For example, some sites are located in communities where the majority of community members are struggling with addiction. Other sites do not have good infrastructure in place for community organizations to share information about youth and families in a way that facilitates service provision.

However, despite challenges, programs in the study are currently implementing strategies to engage their communities. For example, some sites are actively reaching out to community organizations and members to invite them to participate in treatment court decision-making, which in many cases leads to novel solutions and greater investment in youth progress. Juvenile drug courts recognize the importance of, and are committed to, engaging communities for success of the youth they serve.

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Mujer Sana's MOMs Project and Other Activities

The Mujer Sana site at 811 S. 6th Avenue houses our SAMHSA-funded Working Poor Mothers of Minors project (MOMs). MOMs is a program for pregnant and postpartum women in need of residential substance abuse treatment and trauma services. The project is a collaboration between SIROW, The Haven Residential Treatment for Women, Compass Affordable Housing, Arizona's Children Association's Las Familias and the Parent Connection, and the Community Partnership of Southern Arizona.

Other activities at Mujer Sana have included:

- In January 2013, as part of the project, *Women Managing Harsh Economic Times*, the Pima County Tucson Women's Commission with SIROW began a series of community focus groups exploring the impact of poverty and how women navigate their survival. Findings will be presented in a report on policy implications.
- In May 2013, Dr. Elise Collins Shields of CommonWell Institute (www.commonwell.org) developed and facilitated two daylong workshops for MOMs participants.

The workshops were an opportunity to identify and discuss impediments to women's leadership capabilities and explore opportunities to demonstrate leadership. Collins Shields has led similar workshops with women across the globe.

- In July 2013, SIROW Scholar Elena Díaz Björkquist's Tucson Pima Arts Council P.L.A.C.E. Initiative funded project *Women's Voices from the Margins: Women's Stories* Digital Storytelling, took place over three full days with Digital Storytelling training by DigiDreams. Participants were trained in story circles, writing a storyboard, developing a script, and identifying photographs to be used in their digital story. Each woman developed a very personal message. The stories will be screened in September 2013.
- Sowing the Seeds, a women's writing collective continues to meet monthly since 2000. The collective has facilitated multiple readings and presentations based on its second anthology, *Our Spirit, Our Reality: Celebrating Our Stories*.

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SIROW Happenings!

- ◆ *November Papaleo*, Director of WISE, recently earned her PhD in Gender and Women's Studies! Congratulations November!
- ◆ *Rachel Paz*, iSTEM Coordinator, was admitted to the PhD program in Mexican American Studies at U of A.
- ◆ *Corey Knox*, iSTEM Curriculum Designer was admitted to the PhD program in Science Education at U of A and received a Dean's Fellowship from the College of Education.
- ◆ *Tamara Sargus* is the new Research Coordinator with SIROW's Volunteer Telephone Continuing Care (VTCC) project. Prior to joining SIROW, Tamara worked in the child welfare field serving youth and families involved in child abuse/neglect cases in Juvenile Court.
- ◆ *Courtney Waters* is a new Research Technician/Health Educator for SIROW's Step Forward program. See Courtney's bio on page 5.
- ◆ *Kendra Thompson-Dyck* is the new Qualitative Analyst with SIROW's National Evaluation of Juvenile Drug Courts and Reclaiming Futures, and is a PhD candidate in the School of Sociology.

(Project Launch Continued from page 1)

The project is guided by the Young Child Wellness Circle which includes key leaders in the community who have worked together to develop their own set of goals and objectives to improve outcomes for children and their families. Through the efforts of Project LAUNCH, community members will increase their knowledge of healthy child development and prevention.

Incorporated into the project are five prevention and promotion strategies that include screening and assessment, medical health consultation, behavioral health in primary care settings, enhanced home visits, and family strengthening and parenting classes.

Contact: Dara Distel: darao@email.arizona.edu

To learn more about Project LAUNCH, visit LAUNCH on the Web <http://projectlaunch.promoteprevent.org>

GWS & SIROW Awarded MacArthur Foundation ProjectConnect Grant for Youth Digital Activism

GWS Department Head Monica Casper, SIROW director Sally Stevens, and recent Ph.D. November Papaleo are extremely excited to share the news that the UA, in collaboration with The Feminist Wire, has been awarded one of 16 grants (out of 266 applicants!) from the MacArthur Foundation's ProjectConnect.



The project will host workshops for middle-school children on digital activism for social justice. The cornerstone of the project is the collaborative creation, production, and use of LoveMaps, a GIS social app that will enable participants to locate, follow, and learn from positive examples of social justice. Students will discuss their collaborations and produce content, taking the form of co-authored articles, digital media, interviews, and other engagements.

Contact: Sally Stevens, sstevens@email.arizona.edu



Meet Courtney Waters

Courtney Waters is the new Research Technician/Health Educator for SIROW's Step Forward program. Step Forward teaches youth about healthy behaviors and relationships and risk reduction, and offers free and confidential HIV testing. Courtney earned her bachelor's degree in Biobehavioral Health from Penn State University before moving to Tucson, where she completed a dual Masters degree program in Public Health and Mexican American Studies at the University of Arizona.



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