WELCOME WEEKEND
2020
Welcome to the Department of Human & Organizational Development!
HOD Mission

The Department of Human and Organizational Development is committed to promoting individual, relational, and collective well-being by enhancing the development of individuals, organizations, communities, and societies.

We strive to achieve these aims by creating and disseminating knowledge about how people, groups, and systems influence one another.

HOD faculty, staff, and students hold each other accountable to promote:

◦ People's rights, dignity, learning, and growth;
◦ Relationships based on caring and respect;
◦ Communities of inclusion and support; and
◦ Societies built on democratic participation, justice, and equality.
Interdisciplinary Faculty

- Sociology
- Psychology
- Geography
- Anthropology

- Anthropology
- Human resources/Business
- Interdisciplinary programs
Alphabet Soup of Programs

- **Undergraduate B.S. Degree:** HOD: Human and Organizational Development [Run jointly by two departments, HOD and LPO: Leadership, Policy and Organizations]
- **M.Ed Degree:**
  - CDA Community Development & Action
  - HDC Human Development Counseling
- **Ph.D. Degree:**
  - CRA: Community Research & Action
GRADUATE PROGRAMS IN THE HOD DEPARTMENT
Human Development Counseling
Director: Brad Erford

Program Emphasizes:

• Normal human development across lifespan
• Understanding culturally diverse populations
• Skills in individual, group counseling, prevention, and psychoeducation programs serving agency and school settings
• Bridging theory, research, and practice
Community Development and Action
Director: Sarah Suiter

Program emphasizes:

- Analysis of problems at multiple levels through multiple lenses
- Interdisciplinary perspectives & approaches to effective practice
- Applied research that helps organizations and communities to learn
- Skills to become ethical agents of change
- Reflective practice
Community Development & Action

Practicum sites (examples)
- Metro government agency
- Youth development center
- Immigrant organization
- Healthcare corporation or local clinic
- Faith-based development institutions

Career Paths
- Applied research
- Project & program design and evaluation
- Organizational consultation
- Administration of community organizations
- Ph.D. programs
Community Research & Action
Director: Brian Christens

The Ph.D. degree in Community Research and Action (CRA) prepares action-oriented researchers for academic or policy-related careers in applied community studies with a social justice orientation.

1. John Dewey, Participatory Democracy, and University-Community Partnerships
2. The Ethical Foundations of Human and Organizational Development Programs: The Ethics of Human Development and Community Across the Curriculum
3. Using Research to Guide Efforts to Prevent and End Homelessness
4. Ecological Research Promoting Positive Youth Development
5. Putting Boyer’s Four Types of Scholarship into Practice: A Community Research and Action Perspective on Public Health
6. Conducting Research on Comprehensive Community Development Initiatives: Balancing Methodological Rigor and Community Responsiveness
7. The Field School in Intercultural Education as a Model for International Service-Learning and Collaborative Action-Research Training
9. Internship: Situated Learning in the Department of Human and Organizational Development
CRA Careers

- Faculty in universities and colleges
- Researchers in research organizations
- Social policy jobs
- Postdoctoral Fellowships supporting career paths
Sandra Barnes  
Inequality, the Black Church

Brian Christens  
Community-driven efforts at community change

Kimberly Bess  
Community-based organizations, change

Caroline Christopher  
Efficacy of educational and social programs designed to improve outcomes for at risk youth

Ashley Carse  
International development anthropology, environmental history, science & technology

Nicole Cobb  
School Counseling

Gabrielle Chapman  
Crime and deviance

David Diehl  
Sociology of education networks
School counseling, counseling supervision, and work with marginalized students in the post-secondary transition

Kelly Duncan

Psycho-educational outcomes; counseling

Brad Erford

Substance abuse, schools

Andy Finch

Identity, equity & empowerment for individuals with disabilities & other differences

Anjali Forber-Pratt

Adult development, life transitions

Gina Frieden

Emotions and stress

Leslie Kirby

Clinical mental health and community-based intervention and prevention

Nina Martin

Environmental health geography, GIS, health disparities and justice

Yolanda McDonald
Preventive interventions for African-American youth & families
Velma Murry

School interventions, bullying/violence prevention
Maury Nation

Citizen participation/empowerment, urban policy, field schools
Doug Perkins

Community and global health include social epidemiology and social psychology
Jessica Perkins

Community organizing, community development
Paul Speer

Urban geography, agro-food studies in Detroit & North Carolina, post-colonial theory, participatory research
Sara Safransky

Health promotion, girls’, women’s sports
Sharon Shields

Homelessness, social exclusion
Beth Shinn

Counselor education
Heather Smith

Social determinants of health
Sarah Suiter
All Programs

• Engaged scholarship: Learning tied to action
  • Applied work / Service learning classes
  • Research with direct links to policies and programs
  • Problem-solving – acting in world through a social justice lens
Faculty Spotlight:

Dr. Beth Shinn

Dr. Brian Christens

Dr. Sandra Barnes

Dr. Ashley Carse
Beth Shinn – Preventing and Ending Homelessness

- National work
- Book project
- Local work and student involvement
12-Site Experiment: Housing Choice Vouchers End Homelessness with Radiating Benefits for Families

- Few families ineligible
- High take-up, maintenance
- Radiating Impact
- Cost 9% more than usual care

Family Options Experiment
Four Questions:

◦ Who becomes homeless?
◦ Why?
◦ How do we end homelessness?
◦ How do we prevent it?
Local Work

- Tennessee Home Together Task Force
- Metro Homeless Planning Council
- Data Committee

Student roles
- App for Point-in-Time count
- Survey on racial disparities experienced by staff
- Mortality project
Academics in Action!

Dr. Sandra L. Barnes

- Inequality and systemic factors
- Counter-narratives for marginalized groups
- Black religiosity
- Scholar/activist responses

Tools to Promote Social Justice!
Gary, IN: A Tale of Two Cities (2018)

Summary:
* Provide counter-narratives
* Identify structural issues and agency
* Use technology to inform scholarship
* Emmy-nominated in 2019!

Poverty, crime, and urban blight are words often used to describe Gary, Indiana. But do these words accurately reflect the present city or its promise? Do they capture the legacy and the lives of its residents? Does a focus on the city’s trials overshadow its triumphs? This 60 minute documentary candidly depicts the two faces of Gary, Indiana - the current problems facing this once thriving rust-belt metropolis as well as the progress and possibilities evident among its people, churches, and communities. The film also shows some of the tensions Gary faces as it reconciles its past, transforms its present, and charts its future. (https://www.youtube.com/watch?v=uVNKiGCD9r0)

Documenting Voices!
Current and Recent Projects

◦ **I AM! Experience**
  ◦ 2015 Dept. of Health and Human Services Grant ($1.5 million over 5 years)
  ◦ Community-Level Intervention to Combat HIV and Hep-C
  ◦ Foster Positive Racial, Sexual, and Religious/Spiritual Identities, and Self-Care via Risk-Reduction Conversations among BMSM

◦ **Kings of Mississippi (Cambridge Un. Press 2019)**
  ◦ Multi-disciplinary research

◦ **About the Kids!**
  ◦ Upcoming Documentary on Public Education in Gary, IN

◦ **From Jesus to J-Setting**
  ◦ Upcoming Book on the Religious Experiences of BMSM

*Applied and Academic Work!*
Research Areas

(1) Technology & social change
   • Focus: infrastructure

(2) Global dimensions community devp
   • Focus: shipping & port cities

(3) Environmental sustainability & politics
   • Focus: water

See publications @ my academia.edu website.
Teaching & Mentorship

**Teaching**
- Global Dimensions of Community Devp
- Ethnographic Research in Communities

**Mentorship**
- International development
- Environment, sustainability, community
- Technology & society
- Ethnographic research methods
Welcome!

Congratulations!

(Image description: two call out boxes, one gold that says “Welcome!” and another gray that says, “Congratulations!”)
Tell Us About You

- Name
- Place(s) you call home
- What you’ve been doing for the past year
Foundations of Community Development & Action

Theory

Practice

Inquiry

(Image description: three rectangles are arranged in a triangle and connected with arrows pointing in both directions. Each rectangle contains a different word: “theory,” “practice,” and “inquiry.”)
Foundations of CDA: First Semester Courses

(Image description: three rectangles are arranged in a triangle and connected with arrows pointing in both directions. Each rectangle contains the name of a first semester class: "Community Development Theory," "Proseminar: Becoming a Change Agent," and "Community Inquiry."
CDA Program of Studies

- **Five** Required Core Courses (15 hours)
  - Proseminar: Becoming a Change Agent
  - Community Inquiry
  - Community Development Theory
  - Pre-Practicum
  - Diversity Course (select from several available)

- **Two** theory courses (6 hours)
  - Community Intervention & Change
  - Ethics for Human Development Professionals
  - Global Dimensions of Community Development
  - Theories of Inequality

- **Two** skills courses (6 hours)
  - Program Evaluation
  - Community Organizing
  - Consultation
  - Non-profit Management
  - Group Development

- **One** Elective (3 hours)
CDA Program of Studies

CONCENTRATIONS

◦ Require at least 36 credit hours
◦ Allow you to specialize your CDA degree
◦ Examples of concentrations:
  ◦ Community Health
  ◦ International Development
  ◦ Education
  ◦ Public Policy

GRADUATE CERTIFICATES

◦ Require 6-15 additional credit hours
◦ Allow you to earn a certificate in addition to the M.Ed.
◦ Examples of Certificate programs:
  ◦ Latin American Studies
  ◦ Women & Gender Studies
  ◦ African American & Diaspora Studies
  ◦ Poverty & Intervention
CDA Practicum Experience

- 300 hours
- Practicum exploration begins in Proseminar
- Practicum entry is supported in Pre-Practicum
- Potential Practicum Sites:
  - Worker’s Dignity [http://www.workersdignity.org](http://www.workersdignity.org)
  - Project Return [http://www.projectreturninc.org](http://www.projectreturninc.org)
  - Magdalene House/Thistle Farms [http://www.thistlefarms.org](http://www.thistlefarms.org)
  - Oasis Center [https://oasiscenter.org](https://oasiscenter.org)
  - Human Relations Commission: [https://www.nashville.gov/Human-Relations-Commission.aspx](https://www.nashville.gov/Human-Relations-Commission.aspx)
  - Cumberland River Compact: [https://cumberlandrivercompact.org](https://cumberlandrivercompact.org)
Students and Alumni in the Media

Screen shots of five blogs and podcast webpages are shown to demonstrate students and alumni in the media.
Examining the Needs and Experiences of Domestic Violence Survivors in Transitional Housing

Debbie Lee Clark, Lella Wood & Colin M. Sullivan

Journal of Family Violence 34, 275–286(2019) | Cite 1217 Accesses | 1 Citations | 0 Altmetric | Metrics

Abstract

Transitional Housing (TH) programs were developed to provide a safe place for survivors and their children, prioritizing safety and access to needed services. The benefits accruing to TH residents can be substantial, but the exact nature of these benefits is not well understood. In this study, we examined the experiences of TH residents to determine the extent to which TH might be an effective housing intervention for survivors of domestic violence. The results of this study suggest that TH can be an effective intervention for survivors of domestic violence, but further research is needed to better understand the long-term benefits of TH for survivors.

Foster care for teenagers: Motivators, barriers, and strategies to overcome barriers

Lauren Bae, MD, David K. Diah

Children and Youth Services Review Volume 103, 2019, Pages 264-277

Abstract

Foster care for teenagers can be a challenging experience for both teenagers and their caregivers. In this study, we examined the motivations, barriers, and strategies to overcome barriers to successful foster care for teenagers. The results of this study suggest that teenagers who are successfully fostered are more likely to have a supportive and stable family environment, while those who experience difficulties are more likely to have a history of trauma and a lack of support.

Exploring Healthcare Experiences for Incarcerated Individuals Who Identify as Transgender in a Southern Jail

Erin McCaulley, Kristin Eckstrom, Bethel Desu, Ben Bouvier, Brad Bracken, and Linda Brinik-Rubenstein

Transgender Health Volume 31, 2018

Abstract

Purpose: To document the health-related experiences and needs of jail detainees who self-identify as transgender women.

Methods: Semi-structured interviews with 10 transgender women in a county jail in a mid-sized southern city were conducted from 2014 to 2016. Interviews were recorded and transcribed, and then analyzed using a general inductive approach.

Results: Participants experienced high levels of abuse and harassment, solitary confinement, mental health issues, and lack of access to hormone treatment. Participants described discrimination by other inmates—particularly those in special housing units—and correctional officers, harsh correctional conditions, which exacerbated mental health issues, and a lack of access to healthcare, including hormone treatments.

Conclusions: Policy changes are needed to address housing and placement issues, and to increase access to healthcare for transgender women jail detainees. Training is needed for jail staff and medical care professionals in correctional settings to better understand the unique needs and experiences of transgender people.

Keywords: health, healthcare access, jail, transgender

The Potential of College Completion: How Disability Shapes Labor Market Activity Differentially by Educational Attainment and Disability Type

Erin J. McCaulley, MEd, MA

Research Article

Evaluating Community-Based Health Improvement Programs

Carrie E. Fry, Sayeh N. Nipany, Erika Leslie, and Melinda B. Bumit

Taking a Community-Based Approach to Health Improvement

ABSTRACT

Increasingly, public and private resources are being dedicated to community-based health improvement programs. Evaluations of these programs typically rely on data about process and a post-test study design without a comparison community. To better determine the association between the implementation of community-based health improvement programs and county-level health outcomes, we used publicly available data for the period 2002–2006 to estimate a community-adjusted set of equations for evaluative community improvement evaluation. The

(Image description: Screenshots of five academic articles are arranged to demonstrate examples of student research and publishing.)
Questions?
Operators Know Best


Kayla M. Anderson, Master’s Student
Yolanda J. McDonald, Ph.D.
Department of Human & Organizational Development
Peabody College
Vanderbilt University
Public Water System (PWS)
At least 15 connections or serves greater than or equal to 25 people for a minimum of 60 days annually
Publicly or Privately owned

Community Water System (CWS)
Supplies water to the same population year round

Noncommunity Water System (NCWS)

Transient (TNCWS)
Provides water where people do not remain for a long period of time (gas stations, campground)

Non-Transient (NTNCWS)
Regularly supplies water to at least 25 of the same people at least 6 months out of the year (schools, hospitals, office buildings)
Community-engaged research is a framework or approach to research, not a methodology. It involves building authentic partnerships between researchers and community organizations and recognizes the strengths of community organizations and individuals and builds on those strengths. A community-engaged study may incorporate both qualitative and quantitative methods. What characterizes community-engaged research is not the methods used, but the principles that guide research and the relationships between researchers and the community (Lasker & Weiss, 2003; Minkler, 2005).”

(Meharry-Vanderbilt Community Engaged Research Core)
Key Partnerships

- Tennessee Department of Environment and Conservation (TDEC)
- Tennessee Department of Health (TDH)
- Tennessee Association of Utility Districts (TAUD)
  - Led to relationships with individual water operators
Operator Advisory Committee (OAC)

- Formed in Summer of 2019
- TAUD invited operators to join based off a randomized selected list of operators
- Four operators collaborated with survey review
  - Recruit more operators moving forward
  - Gained industry specific knowledge and language, buy-in from operators
Survey Development

- Biostatistician Clinic
- Reviewed by lab members and community partners
- Pilot Survey (n=23)
- Survey Research Shared Resource group at VUMC
- Resubmitted to IRB
Final Public Water Operator Survey

- 55 questions
  - Structured & semi-structured
  - Approved by Vanderbilt Institutional Review Board

- Distributed to operators in October
  - Emailed using REDCap software: 2,543 (October 9)
  - Mailed: 453 (October 14)

- **Response Rate:** 14.3%
**Survey Population**

- 58.15% 40-59 years old
- 92.5% Male
- 94.23% Non-Hispanic White
- 19.81 Avg. Years in Industry
- 16.37 Avg. Years at CWS
Role at CWS

- 40% Manager
- 31% Operator
- 14% Other
- 11% Operator & Manager
- 4% Two or More Roles Including Other
Research Questions

1. Characterize the technical, managerial, and financial capacity challenges that CWSs in Tennessee confront per USEPA definitions.

2. What is the association between TMF capacity challenges and drinking water quality in Tennessee?

3. What is the association between TMF capacity challenges and drinking water violations in CWSs stratified by 1) population served, 2) rurality, and 3) Grand Divisions?
Preliminary Findings
My water system has the operational capacity to adequately monitor the water quality through sampling and lab work.
Managerial

My water system currently has enough staffing/personnel to complete its daily tasks and responsibilities today.

Very Large (>50,000)

- Strongly Disagree: 7%
- Disagree: 21%
- Neither Agree nor Disagree: 34%
- Agree: 38%
- Strongly Agree: 0%

Small (<3,300)

- Strongly Disagree: 7%
- Disagree: 23%
- Neither Agree nor Disagree: 25%
- Agree: 43%
- Strongly Agree: 2%
Based on current funding received, do you think it is sufficient to meet your water system’s needs?

**Large 1 (10,000-50,000)**
- Yes: 44%
- No: 36%
- I don’t know: 20%

**Small (<3,300)**
- Yes: 27%
- No: 41%
- I don’t know: 32%
Funding & References

Funding:
- Office of the Provost- Interdisciplinary Discovery Grants
- Meharry-Vanderbilt Community Engaged Research Core
- Tennessee Association of Utility Districts
- Vanderbilt University, Department of Human and Organizational Development, Russell G. Hamilton Graduate Award

References:
PHOTOSYNTHESIS: NAPIER, NARRATIVE, AND YOUTH AUTHORSHIP
A YOUTH PARTICIPATORY ACTION RESEARCH PROJECT

Laramie Nicole Riggs
Community Development and Action
Vanderbilt University
Two Rivers Middle School:

- **70% Minority Enrollment**
- Only 30-40 students of the over 400 student population live within school bounds
- Zoning causes the large majority of students to be bussed in
No pupil shall be allowed to remain in transit to or from school on a school bus more than one and one half (1 1/2) hours in the morning or one and one half (1 1/2) hours in the afternoon.
# Trip Summary

<table>
<thead>
<tr>
<th>From: PRUITT BRANCH, CHARLES E DAVIS BLVD, NASHVILLE, 37210</th>
<th>To: TWO RIVERS MIDDLE, MCGAVOCK PIKE, NASHVILLE, 37214</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: 03-23-2020  Time: 3:00p  Travel Time: 149 min  Walking Distance: 0.963 mi  Trip Cost: $2.00</td>
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## Trip Details

- **From:** PRUITT BRANCH, CHARLES E DAVIS BLVD, NASHVILLE, 37210

- **Board bus 6 - LEBANON PIKE at HERMITAGE AVE & LINDSLEY AVE SB**
  - Scheduled Departure Time: 3:07p
  - Exit at **LEBANON PIKE & FESSLERS LN WB** (Stay on the same vehicle)
  - Scheduled Arrival Time: 4:37p

- **Remain at LEBANON PIKE & FESSLERS LN EB**

- **Transfer to 34 - OPRY MILLS at LEBANON PIKE & FESSLERS LN EB**
  - Scheduled Departure Time: 5:02p
  - Exit at **MCGAVOCK PIKE & STONES RIVER RD NB**
  - Scheduled Arrival Time: 5:20p
Why Napier?

- The Napier-Sudekum government housing projects are the largest barrack-style, government housing complex within the United States.
- The average annual income for residents in 2017 was $6,533, well below both state and national averages (Why South, n.d.).
- South Nashville reports the highest rates of violent crime (UCR Part, 2019, np)
- No weekend programming
Theoretical Underpinnings

Bronfenbrenner's ecological model. Diagram by Joel Gibbs based on Bronfenbrenner's (1979) ecological model.
WHAT IF THIS WAS THE ONLY NARRATIVE THAT RECEIVED ATTENTION REGARDING YOUR COMMUNITY?

“fatalist determinism” casts society’s narrative towards the youth of these populations as one of alarm, hardening, and overall disinvestment (Zimring, 2015, p119).
Program design sought to answer:

1. What would happen if we opened the floor to unfettered youth input about their communities?
2. What stories would they tell?
3. What assets and concerns were of highest priority?
4. If given the support, what interventions would they design to address their concerns?
Why Photovoice as the medium for social action?

1. Bringing to life existing assets and areas for concern within a given community through recorded photograph
2. Opening a space for dialogue where photographs can be discussed and broken into clear issues
3. Bring about change through action (Wang, 2008, p.147)
Importance of Community Support

- Those closest to the problem have a richer understanding of the problem, its innate causes, and the assets (potential and/or existing) within the community that could be mobilized towards a solution (Homer & Milstein, 2004; Keglar & McLeroy, 2003, as cited in Miller & Shin, 2005, p 72).

- To identify who the community deemed influential:
  - Attended community partner meetings at Napier Elementary
  - Asked community members for references of people they viewed as powerful within the community
  - Set up unstructured interviews in their preferred setting
  - Told community members about my project idea and asked for input
  - Maintained a presence within the community
  - Built a genuine friendship with a student living within the community - weekly lunches
Target population

- Protective factors can come in the form of individual characteristics such as resiliency, but can also be developed environmentally through influences like increased, positive social support (Coie et al, 1993, p 1014).

- Hypothesis: by building self-efficacy within youth, they will transition into adolescence and adulthood with the idea that their perspectives matter and are worthy of being shared.
Setting: Pruitt Branch Public Library

★ FREE ★ WITHIN SHORT WALKING DISTANCE OF PARTICIPANTS
★ WEEKEND HUB FOR OUR DESIRED AGE GROUP ★
What started as a six week project...

Phase one:
Introduction to photography as a change agent

Phase two:
Community Photo Walks

Phase three:
Group discussion and project identification

Phase four:
Project implementation
Did not end as a six week program...
Who is “Photosynthesis?”
Findings and Future Implications

1. Programs that meaningfully impact communities and sustain ongoing influence are those who have garnered the indispensable buy-in of its members.

2. Fostering genuine relationships with key community members may assuage fears of community exploitation.

3. Leadership and true civic engagement can come from the most unsuspecting of places. Youth are a largely untapped resource that carry the potential to innovate solutions that have not been explored by the older generations.

4. *Photosynthesis* is a model that can easily be adapted in order to serve the needs of diverse communities across this country.
References

- Ganz, M. (2007). What is public narrative?


- Tenn. Code Ann. § 49-6-2105


Questions & Conversation With Current Students