THE

Community Psychologist

A PUBLICATION OF THE SOCIETY FOR COMMUNITY RESEARCH AND ACTION

Fall, 2005 | Division 27 of the American Psychological Association | Volume 38, No. 4

From the President

Ana Mari Cauce
University of Washington

It is both a pleasure and an honor to serve as President of the Society for Community Research and Action for 2005-2006. Since my first days as a graduate student, almost thirty years ago, my primary professional identification has been as a community psychologist. So, it was especially rewarding to spend some time with graduate students and recent graduates at both the Biennial at the University of Illinois and at APA in D.C. In this sense, I found myself re-discovering my "home" through their eyes. Unlike thirty years ago, we are no longer the only ones speaking about prevention, empowerment, or diversity, but we continue to combine these concepts and constructs in ways that are novel and exciting, and we continue to both inspire and impel our students to not just discover and understand, but to act.

The desire to not only understand our world, but to change it, was fully on display during the "Visioning" process that Tom Wolfe so

Continued on page 4

Contents

Columns
1 President's, by Ana Mari Cauce
3 Editors', by Joy Kaufman & Nadia Ward
5 Book Review, edited by Ken Miller
6 Community Action, edited by Bradley Olson
8 Children, Youth & Families, edited by Richard Roberts
9 Cultural & Racial Affairs, edited by Pamela P. Martin
10 Lesbian/Gay/Bisexual/Transgender, edited by Alicia Lucksted & Gary Harper
12 Living Community Psychology, by Gloria Levin
15 Prevention & Promotion, edited by Richard Wolitski
16 Regional, edited by Gary Harper
18 School Intervention, edited by Susana Helm & Jane Shepard
22 Self-Help/Mutual Support, edited by Bret Kloos
22 Social Policy, edited by Jennifer Woolard
23 Student Issues, edited by Carrie Hanlin & Michael Armstrong
24 Women's Issues, edited by Nicole Allen & Christina Ayala-Alcantar

Special Features

Community Psychology from Swampscott to Beyond, edited by Joy S. Kaufman & Nadia L. Ward
25 Introduction, by Joy S. Kaufman & Nadia L. Ward
26 Swampscott Revisited—A Worthwhile Journey, by Ira Iscoe
29 Creating False Sides or Whole Communities: The Role of Ideology in Community Psychology, by Anne Mulvey
31 Good News, Bad News in Community Psychology, by Roderick J. Watts
32 Six Paradoxes Post Swampscott: Struggles for the Next Four Decades, by Brad Olson
35 Stumbling Onto Community: A Community Psychology Student Reflects on Her Way Out, by Swassan R. Ahmed
36 Student Reflection on Community Psychology and its Future, by Patrick J. Fowler

Creating a Vision for the Future of Community Psychology, compiled and edited by Tom Wolff and Jessica Snell-Johns
36 Introduction and Opening Remarks from the Biennial Visioning Process
40 Section 2: Vision-to-Action Work Group Papers
40 Interdisciplinary Vision-to-Action Work Group
42 Social Policy Vision-to-Action Work Group Papers
43 Social Justice and Inequality Vision-to-Action Work Group Papers
44 Global/International Vision-to-Action Work Group
45 Ongoing Vision Process Work Group
46 Concluding Remarks on the Biennial Visioning Process and Progress

49 **"40 Years Post-Swampscott: Community Psychology in Global Perspective"**: Evaluation of the 10th Biennial Conference of the Society for Community Research and Action, by Margaret Davis, Cécile Lardon, Heather Foltz, David Groh, Michelle Davidson, and Dan Cooper

The Community Student, edited by Carrie E. Hanlin and Mike Armstrong
54 Talking the Talk and Walking the Walk: Integrating Values into Praxis, by Deanne Dworski-Riggs
56 Radical or Logical? Moving CP Training Outside of Academia, by Marcie D. McKay
57 How to Collaborate in Research from a Student Perspective, by Jessica L. Vinograd
60 Student Reflection on SCRA Student Research Grant, by Jordan Braciszewski

The Community Practitioner
61 Future Directions, by David A. Julian

Articles
62 The Components of Social Connectivity: A Work in Progress, by Jeanne M. McIntosh and Timothy R. Wateridge
65 The Ethics of Violence Research, by Chantal Poister Tusher, Sharon G. Smith, and Sarah L. Cook

67 Announcements

70 SCRA MEMBERSHIP DIRECTORY ADDENDUM

The Society for Community Research & Action

Executive Committee 2005-2006

PRESIDENT:
Ana Mari Cauce, University of Washington
PAST PRESIDENT:
Clifford O'Donnell, University of Hawai'i
PRESIDENT-ELECT:
Carolyn F. Swift, University of Kansas
TREASURER:
Joseph Durlak, Loyola University Chicago
SECRETARY:
Sarah Cook, Georgia State University
STUDENT REPRESENTATIVES:
Carrie Hanlin, Vanderbilt University
Michael Armstrong, Georgia State University
APA COUNCIL REPRESENTATIVE:
Ken Maton, University of Maryland-Baltimore County
REGIONAL NETWORK COORDINATOR:
Gary Harper, DePaul University
MEMBERS-AT-LARGE:
Anita Davis, Rhodes College
Hiro Yoshikawa, New York University
Bianca L. Guzman, CHOICES, La Puente, CA

Committee Chairs

APA 2006 PROGRAM COMMITTEE:
Hiro Yoshikawa, New York University
CULTURAL & RACIAL AFFAIRS:
Pamela Martin, North Carolina State University
DISSERTATION AWARD:
Courtney Ahrens, California State University, Long Beach
FELLOWSHIP:
Clifford O'Donnell, University of Hawai'i
INTERNATIONAL:
David Fryer, University of Stirling
INTERDISCIPLINARY LINKAGES:
Eric Mankowski, Portland State University
MEMBERSHIP:
Brad Olson, DePaul University
NOMINATIONS:
Meg Davis, Dickinson College
PUBLICATIONS:
David A. Julian, Ohio State University
SOCIAL POLICY:
Preston Britner, University of Connecticut
WOMEN:
Mary Ellen Dello Stritto, Ball State University

Regional Coordinators

WEST:
Ken Miller, Pomona College
Elizabeth Thomas, University of Washington, Bothell
Emily J. Ozer, University of California, Berkeley
SOUTHWEST/MOUNTAIN:
Vacant
MIDWEST:
Susan Torres-Harding, DePaul University
Bernadette Sanchez, DePaul University
Steven Pokorny, DePaul University
Debra M. Hernandez Jozefowicz-Simbeni, Wayne State University
NORTHEAST:
Cindy Crusto, Yale University
Tiffany Townsend, Pennsylvania State University
Shannon Gwin Mitchell, Johns Hopkins University
SOUTHEAST:
Joseph Berryhill, University of North Carolina Ashville
Sherry L. Hamby, Univeresity of North Carolina at Chapel Hill
Elaine Clanton Harpine, University of South Carolina Aiken
AFRICA/MIDDLE EAST:
Arvin Bhana, University of Durban-Westville, Kwa Zulu-Natal, South Africa
ASIA:
Toshiaki Sasao, International Christian University, Tokyo, Japan
EUROPE:
David Fryer, University of Stirling, Scotland
LATIN AMERICA:
M. Loreto Marginez, Pennsylvania State University
Lidia Weber, Federal University of Parana, Brazil
SOUTH PACIFIC:
Christopher Sonn, Edith Cowan University, Joondalup, Australia
Ingrid Huygens, Aotearoa, New Zealand
Arthur Veno, Monash University Gippsland, Victoria, Australia

SCRA
INTEREST GROUPS

AGING
The Aging interest group focuses on the productive role of aging in the community and the prevention of mental health problems in the elderly.
Chair: Margaret M. Hastings, (847) 256-4844, margaretmhastings@earthlink.net

CHILDREN, YOUTH AND FAMILIES
The Children and Youth interest group facilitates the interests of child and adolescent development in high risk contexts, especially the effect of urban poverty and community structures on child and family development.
Chair: Richard Roberts, (435) 797-3346, richard.roberts@usu.edu

COMMUNITY ACTION
The Community Action interest group explores the roles and contributions of people working in applied community psychology settings.
Chair: Bradley Olson, (773)325-4771

COMMUNITY HEALTH
The Community Health interest group focuses on health promotion, disease prevention, and health care service delivery issues as they relate to the community.
Co-chairs: David Lounsbury, (415)338-1440, lounsbud@mskcc.org
Susan Wolfe, smwolfe913@aol.com

DISABILITIES
The Disabilities interest group promotes understanding of the depth and diversity of disabilities issues in the community that are ready for research and action; and influences community psychologists' involvement in policy and practices that enhance self-determination, personal choice, and full inclusion in the community for people with disabilities.
Chair: Fabricio Balcazar, (312) 413-1646, fabricio@uic.edu

LESBIAN/GAY/BISEXUAL/TRANSGENDER (LGBT)
The LGBT interest group increases awareness of the need for community research and action related to issues that impact LGBT people; and serves as a mechanism for communication, collaboration, and support among community psychologists who are either interested in research/service/ policy related to LGBT people and communities, and/or who identify as LGBT.
Co-chairs: Alicia Lucksted, aluckste@psych.umaryland.edu
Gary Harper, gharper@depaul.edu

PREVENTION AND PROMOTION
The Prevention and Promotion interest group seeks to enhance development of prevention and promotion research, foster active dialogue about critical conceptual and methodological action and implementation issues, and promote rapid dissemination and discussion of new developments and findings in the field.
Chair: Richard Wolitski, (404) 639-1939, Wolitski@cdc.gov

RURAL
The Rural interest group is devoted to highlighting issues of the rural environment that are important in psychological research, service, and teaching.
Chair: Cecile Lardon, (909) 474-5781, c.lardon@uaf.edu

SCHOOL INTERVENTION
The School Intervention interest group addresses theories, methods, knowledge base, and setting factors pertaining to prevention and health promotion in school.
Co-chairs: Susana Helm, shelm@hawaii.edu
Jane Shepard, (203)789-7645, jshepard@theconsultationcenter.org

SELF-HELP/MUTUAL SUPPORT
The Self-Help/Mutual Support interest group is an international organization of researchers, self-help leaders, and policy makers that promotes research and action related to self-help groups and organizations.
Chair: Bret Kloos, (803)777-2704, kloos@gwm.sc.edu

THE
Community Psychologist

Editors
Joy Kaufman and Nadia Ward
Yale University

Associate Editor
Audrey Bangi

Production Editors
Janis Celone and Mary Magnani

Past TCP Editors
Allen Ratcliffe, Dorothy Fruchter, Meg Gerrard, Raymond Lorion, Leonard Jason, Joseph Galano & John Morgan, Jean Ann Linney, Sharlene Wolchik, Shelly Harrell, Paul Toro

Column Editors

BOOK REVIEWS
Ken Miller, San Francisco State University

COMMUNITY ACTION
Bradley Olson, Pomona College

COMMUNITY HEALTH
David Lounsbury, Memorial Sloan-Kettering Cancer Center
Susan Wolfe, U.S. Department of Health and Human Services

COMMUNITY PRACTITIONER
David A. Julian, Ohio State University

CULTURAL & RACIAL AFFAIRS
Pamela Martin, North Carolina State University

DISABILITIES ACTION
Fabricio Balcazar, University of Illinois at Chicago

EDUCATION CONNECTION
Jim Dalton, Bloomsburg University
Maurice Elias, Rutgers University

REGIONAL
Gary Harper, DePaul University

INTERNATIONAL
Toshiaki Sasao, International Christian University, Tokyo, Japan

LESBIAN/GAY/BISEXUAL/TRANSGENDER CONCERNS
Alicia Lucksted, University of Maryland
Gary Harper, DePaul University

LIVING COMMUNITY PSYCHOLOGY
Gloria Levin, Glen Echo, Maryland

PREVENTION & PROMOTION
Richard Wolitski, Center for Disease Control, Atlanta

SCHOOL INTERVENTION
Susana Helm, Central Connecticut State University & University of Connecticut
Jane Shepard, The Consultation Center, New Haven

SELF-HELP/MUTUAL SUPPORT
Bret Kloos, University of South Carolina

SOCIAL POLICY
Jennifer Woolard, Georgetown University

STUDENT ISSUES
Michael Armstrong, Georgia State University
Carrie Hanlin, Vanderbilt University

WOMEN'S ISSUES
Nicole Allen, University of Illinois Urbana Champaign
Christina Ayala-Alcantar, California State University at Northridge

Printing Services
Baker's Printing, Oklahoma City, Oklahoma
(405) 842-6944

EDITORS' COLUMN

The Community Psychologist
Editor's Column

This issue of TCP has particular meaning for us as it reflects upon the last 40 years of our work in the field. We are very excited to present to you a special feature, which shares the

Joy Kaufman (l) and Nadia Ward (r).

perspectives of leaders in the field of community psychology. Ira Iscoe provides an historical account of major events that led up to the seminal Swampscott Conference in 1965 and the social issues our country grappled with at the time. We also hear from Anne Mulvey, Rod Watts, Brad Olson, and Swaasan Ahmed as they each share their perspectives, insights, challenges, and ideas about the future direction of community psychology.

Also included in this issue is Tom Wolff and Jessica Snell-Johns' documentation of the visioning process that occurred at the Biennial entitled, *Creating a Vision for the Future of Community Psychology*. In this piece, Tom and Jessica describe a diverse and energetic group of community psychologists who came together at this year's Biennial conference to facilitate a series of discussions that would begin to shape a vision statement for the field. What they present is a summary of what transpired in those sessions and encourage us to comment on the draft before it gets presented to the SCRA executive committee. You can contact Tom at *tom@tomwolff.com* or post your comments on the SCRA listserv. This issue also includes the Biennial Evaluation conducted by Meg Davis and colleagues.

Columns featured in this issue update us on what is happening in our interest groups. Be sure to read Brad Olson's piece on *The Woods Hole Institute as a Metaphor for a Community Research and Action Field Station*. It provides an interesting look at the utility of locally based field research stations as a model that truly joins the community in social action to address its needs. Community field stations, a model that has been around since 1969, has undergone various transformations, yet Brad urges us to consider the potential this model has for establishing sustained relationships with communities and broadening community and social networks. Similarly, the Cultural & Racial Affairs Column reflects on our collective history and the gains the field has made in addressing issues of cultural diversity. The column also raises ongoing challenges for the field such as creating egalitarian relationships when conducting research in communities of color between practitioners and participants, and considering methodological considerations when conducting research to reflect more within group than between group research designs that espouse more culturally articulated frameworks, such as identity development and acculturation. Readers will also appreciate Gloria Levin's spotlight on Serdar M. Degirmencioglu, Living Community Psychology in light of this issue's special feature. His work in disaster relief in Turkey

Continued on page 4

FROM THE PRESIDENT'S, continued from page 1

artfully led at the Biennial. When asked to come up with headlines about SCRA for the TCP of the future, we wanted to see SCRA credited for playing a major role in ending poverty, we wanted to see SCRA receive a Nobel Peace Prize for scholarship that inspired world leaders to more fully value our global community, we hoped that the work of SCRA theorists, researchers, and practitioners would play a role in ending racial strife, and that our work on the prevention of HIV/AIDS would be credited for helping to substantially slow its spread, not only in the U.S., but worldwide. Grandiose visions? Perhaps too ambitious? Of course! But, these goals and visions are inspirational if not fully attainable, and our members truly *are* playing a role in bringing them about. I look forward to the continuing work of the Visioning Task Force. In daring to name our dreams, we take the first step toward achieving them.

One of my main tasks in the role of President-elect was to coordinate the Distinguished Contribution Awards for Practice and for Theory and Research. The 2005 winners Peter Dowrick and Abe Wandersman serve as wonderful examples of what our division is all about. Peter's work as President of Creating Futures has literally touched the lives of thousands of children and families from marginalized communities and Abe's work on citizen participation and on the "sense of community" has not only contributed to community theory, it has also provided us a fuller framework for evaluating the effects of our programs.

Yet another example of the tremendous achievements of our members can be seen in the work of our most recent Sarason award winner, Rhona Weinstien. Her research on expectancy effects in schools, and her championing of interventions designed to break the cycle of low expectations and school failure have added immeasurably to community theory, research, and practice. So too has the work of Roger Weissberg, who gave a marvelous talk upon receiving his 2004 Distinguished Contribution Award for Theory and Research at this year's APA conference. The talk, which was chock-full of data about why social and emotional learning is so important, not only for children's mental health, but for the academic achievement, came on the heels of an editorial titled "No Emotion Left Behind" that Roger co-authored with Timothy Shriver for the *New York Times* (it can be accessed through *http://www.casel.org/home/index.php*). The editorial was, in part, based on a meta-analysis spear-headed by our own SCRA treasurer, Joe Durlak. The work of Roger and his colleagues at CASEL (Collaborative for Academic, Social, and Emotional Learning) has already resulted in the state of Illinois adding a social and emotional learning component to the Illinois State Learning Standards. Talk about grandiose visions coming to pass!

We can all agree that Peter, Abe, Rhona, Roger, and Joe represent all that is right about Community Research *and* Action. But what is less obvious to our members who were not on one of SCRA's award selection committees is that in our midst there are dozens of genuine contenders for these awards, and that they too are having a real impact on their communities. SCRA members have never out-grown, or grown-up from, that idealistic desire to change the world. But, one small step at a time, we are doing just that.

But, despite all that is right about SCRA, we are not retaining as many members as we'd like after Biennial Meetings and not enough

Continued on page 4

EDITORS' COLUMN, continued from page 3

has single-handedly shaped the public opinion of how psychology is viewed by his countrymen, not to mention how Turkey organizes disaster relief efforts.

Be sure to peruse other columns presented in this issue to keep updated as to important information and events happening in your region of the country, and ways in which you may become involved in the Division's various interest groups.

This issue of TCP also has a special feature presented by The Community Student. You will enjoy reading about the various reflections on how our field needs to be continually challenged in order to meet our proposed mission and goals. Dworski-Riggs, for instance, has us examine the field's values and ways to best negotiate them with the communities with whom we seek to collaborate. McKay, on the other hand, confronts the essential need to integrate community psychology students into various community settings and partnerships without the constraints and challenges of an academic institution. This examination of how training can effectively take place using community-based practices challenges us to consider the complexity of whether such an approach truly would be logical or radical. As presented by Vinograd, the lessons learned in a participatory action research project are invaluable to a student's growth and understanding of the benefits and hurdles encountered in working in the community. Braciszewski's reflections as the recipient of the 2004 SCRA student research grant highlights the imperative need to further improve the educational attainment of young adults and outlines next steps of personal interest to achieve this objective.

For those of you who are involved in HIV prevention or community participatory research, you will find the book review presented in this issue useful. Blank and Eisenburg provide a thorough review of Catherine Campbell's book, *"Letting them Die: Why HIV Prevention Programmes Fail"*. Campbell is a social psychologist from London who writes passionately about the Summertown Project, a project conducted in South Africa in the mid 1990s. The project, though well funded, informed by state-of-the-art research, and managed by an impressive group of researchers and practitioners, failed miserably. This piece takes us behind the scenes and provides us with a vivid description of the realities of conducting community based participatory research. Blank and Eisenburg find that Campbell's book is particularly appealing in that the conceptualization of this community-based program is informed by sociological frameworks and is grounded in an ecological model. They recommend this book for anyone involved in conducting community participatory research.

On occasion, TCP also prints special submissions. This issue features two articles that are sure to be of interest to you. McIntosh and Wateridge, who highlight the importance of unpacking the intricacies of social connectivity constructs, author the first article. The results of their content analysis indicate a need to further improve the utility of such constructs and expand its application in community settings. The second special submission is written by Tusher, Smith, and Cook who discuss the various complexities of navigating through the IRB process for violence research. These authors provide insightful reflections often experienced in research that involves survivors and perpetrators of violence. Furthermore, they pose several tangible suggestions for enhancing the knowledge of IRB members in hopes to improve their understanding of the nuances of violence research and overcome the ethical challenges related to its implementation.

We would also like to call to your attention the announcements that appear in this issue; however, first and foremost, we would like to introduce you to our new Associate Editor, Audrey Bangi who comes to us from DePaul University! We are pleased to have her working with us this year. She is looking forward to being immersed in publication efforts and working collaboratively with our column editors. In addition, there are various calls for papers that may be of interest to members as well as nominations for The American Psychological Foundation.

Finally, this edition includes an addendum to the membership directory that was included in the Summer edition of TCP. The members listed here are new or returning members that joined our ranks since this past spring. Welcome.

Wishing you a happy and healthy holiday season!

Joy and Nadia

FROM THE PRESIDENT'S, continued from page 3

of our reduced-fee student members become full-fledged members upon graduation. If we do not manage to attract and retain new members, we may soon be facing a membership crisis as more of our membership age into retirement. At the same time as we worry about new memberships, you will find in your fall mailing from SCRA a plea for your consent to raising membership fees, as we simply aren't covering our cost with the current dues structure which has been unchanged for almost a decade. I will return to issues about membership, which in fact are issues about our future, in subsequent columns, and they will be a focus of our entire Executive Committee in the coming year. Your thoughts about how to make membership in SCRA more enticing to our colleagues who aren't members and more rewarding to our present members would be very much appreciated. Feel free to drop me a note at *cauce@u.washington.edu.*

In closing, I want to express my deepest appreciation to a few more of our members who are really making a difference. I am especially grateful to Clifford O'Donnell, our most recent Past-President. Most important to SCRA are the outcomes of Cliff's effort to highlight and further encourage our social policy work, but I am personally most grateful for his patience and generosity as I have struggled to learn the ins and outs of SCRA's governance structure. I will continue to count on him as he steps into the role of Past-President. Thanks too to Paul Toro, who will now be our Past-President past. We all look forward to joining him at the First International Conference on Community Psychology in Puerto Rico in June, 2006. Thanks also to outgoing members of the Executive Committee, Robin Miller (Member-at-Large) Ken Maton (APA Council Rep, on Jan 1, 2006), and Sawssam Ahmed (Student Rep) for all of their hard work during their terms. I welcome our new EC members: Carolyn Swift (President-Elect), Anita Davis (Member-at-Large), Brian Wilcox (APA Council Rep starting in January) and Michael Anderson (Student Rep). I would also like to give a special thanks to Mark Aber for the stupendous job he did with the biennial, and to Brad Olson for his marvelous job with the APA program and his many and varied contributions throughout the year. Please remember that all of us on the EC are here to contribute to SCRA and all of its members.

BOOK REVIEW

Edited by Ken Miller
kemiller@sfsu.edu

Campbell, C. (2003). *Letting them Die: Why HIV Prevention Programmes Fail*. Bloomington, Indiana: Indiana University Press.

Review By: Michael B. Blank & Marlene M. Eisenberg

Catherine Campbell is a psychologist in the Department of Social Psychology in the London School of Economics and Political Science. Her book is part of the African Issues Series from the International African Institute and published in the US by Indiana University Press. The book's title comes from a quip from a well-known South African Satirist, Pieter-Dirk Uys, who juxtaposed the apartheid policies of the past with the current HIV pandemic saying "In the old South Africa we killed people. Now we're just letting them die…" The book describes the evolution and demise of a comprehensive HIV prevention program in the mid 1990's in Summertown, a pseudonym Campbell uses for a gold mining town in South Africa. This book is one of only a handful of reports that details a behind the scenes look at the reality of conducting community-based participatory research. The Summertown project was well-intentioned, informed by solid science, conducted by an impressive collaboration between stakeholders, which included local government officials, mineworkers and managers, sex workers who are ubiquitous in these mining towns, school administrators and others all working in tandem with well-funded academics.

Campbell begins by providing a nuanced description of the context within which the Summertown Project was created a decade ago. HIV reached South Africa later than other areas, migrating from areas ravaged by the virus in East Africa and Central Africa. The predictable geographic trajectory of the epidemic and known pathogenesis of the virus provided an opportunity for comprehensive efforts at primary prevention of HIV transmission. Other poorer countries like Uganda and Thailand had demonstrated that effective prevention programming could have dramatic effects on reducing incidence and spawned many programs that focused on use of condoms in heterosexual encounters, which accounts overwhelmingly for the spread of HIV in Africa. Most often in the developing world HIV prevention programming is carried out by Non-Governmental Organizations (NGO's). These NGO's generally have deep roots and commitments to the communities they serve to carry out HIV prevention. Unfortunately, official government policies in South Africa ranged from denial to indifference. In fact, President Thabo Mbeke drew international attention and rebuke when, largely for political purposes and to avoid the massive expenditures needed for modern antiretrovirals, he asserted that there was no proof to conclude that HIV caused AIDS. Today the best estimates are that over five million South Africans are HIV positive, or more than 20% of the population. In some areas, seroprevalence exceeds 75% of the population. An entire generation in South Africa will die in the coming decades. Even in affluent Cape Town, perhaps the most "European" of cities in Africa and with an excellent and modern health care system (Dr. Christian Bernard performed the world's first and second heart transplants there in 1967), it is impossible to go to the outdoor marketplaces where people from the surrounding township sell their wares without seeing dozens of people with obvious AIDS-related opportunistic infections.

Campbell does a great service by airing the causes and consequences of the failure of the Summertown Project. Few scientists have the will or candor to detail the shortcomings of their efforts, despite the fact that much can be learned from sharing these experiences (see Reppucci et al., 1973). It is probably safe to say that there are many more interventions that have failed to deliver than those that met or exceeded their stated goals.

The book has four parts. Part I details the history and goals of the Summertown project. Campbell's work on HIV risk factors among gold mineworkers provided much of the impetus, and generally, she does a fine job referring to the peer-reviewed scholarship without drying out a surprisingly lively narrative. Chapter 3 is the most academic, but she advises lay readers that it can be skipped without losing much of the story. However, for SCRA members and others interested either in HIV prevention or community-participatory research, it is must reading. Parts II and III are largely devoted to case studies of individuals within each of the stakeholder groups, and illustrate the impact of the intervention on, principally, mineworkers, sex workers, and youth. It is through these narratives that the culture and ecology of Summertown is revealed. For the mineworkers, whose work environment is among the most dangerous of jobs, the immediacy of sexual gratification amidst constant accidents that too often leave co-workers dead or maimed makes more long-term consequential thinking unlikely in the midst these daily survival challenges. For most women, there is no alternative to sex work. In order to achieve any type of status in the community the sex worker seeks to establish a more exclusive relationship with the mineworker, who is very likely to have a family elsewhere. For the youth, even the acquisition of accurate knowledge of HIV and risk of transmission gained from a Project sponsored school-based intervention could not reduce the number of young people who practiced high-risk sexual behaviors. They believed that infections only occurred among devalued "other" groups, sex workers and miners, much like our own experience in the U.S. early in the epidemic when people believed that unless they had sex with gay men or injection drug users, they were safe from infection.

Many believe that to suggest the use of a condom is to reveal one's positive serostatus, thus making establishment of such a relationship unlikely, or to suggest that the mineworker is suspected of being sero-positive. All this exists within a culture where herbalists and folk medicine are the norm, rather than an alternative to allopathic care. As such there are numerous and varied "cures" for HIV and AIDS being bandied about by providers of these services in the community. Part IV is dedicated to illumination of factors that undermined the alliance that the Project forged among stakeholders, which ultimately led to the demise of the Summertown Project. Perhaps chief among these was a lack of understanding about the social dimensions of the epidemic in a committee that was essentially dominated by biomedical experts.

Of particular interest to psychologists and members of SCRA is that the book is well grounded in social psychology and uses an ecological model to drive a community-based enterprise. The discussion of the promise and pitfalls of a multiple stakeholder management system is especially useful. Campbell recognizes that the various stakeholder groups came to the table from inherently different positions of power and this imbalance ultimately shaped the tone of discussion and decisions in the management group. Inclusion of stakeholders, in this case, mineworkers, sex workers, and youth is necessary in order to create interventions that have face validity and are relevant to those who are principally affected. Obtaining buy-in from these groups also increases the potential for dissemination of the intervention among social networks, which is an efficient method of spreading information within a community. However, clashes of power between those who are commonly ignored and those who are commonly in power must be addressed

programmatically by ensuring participation and decision-making by those typically disenfranchised. In the absence of the perception of balanced power, even well intentioned community research is likely to fail.

Students new to the field may be surprised to find relatively few references to what we might think of as community psychology; instead, Campbell draws more on social cognitive theories (e.g., Social Learning Theory, Theory of Reasoned Action, Theory of Planned Behavior, Trans-theoretical Model) and embeds these within an ecological model using Social Capital as an explanatory framework. Perhaps the project would have benefited from a greater familiarity with the contents of our community psychology journals, but we doubt that would have made much of a difference. What is presented is a warning to those who embark on such an enterprise without a full, contextualized understanding of the community, its history, and the impact that prior relationships and hierarchies among stakeholder groups are likely to have on any preventive intervention. This book is must reading for those planning HIV prevention programs, not only in the developing world, but also here at home. It could also serve as a useful adjunct to a graduate course in community psychology as it raises common and complex issues in community-based participatory research.

Reference

Reppucci, N.D., Saunders, J.T., Sarata, B., McArthur, A. V., & Michlin, L. (1973). We bombed in Mountville: Lessons learned in consultation to a correctional institution for adolescent offenders, In I.I. Goldenberg (Ed.), *The Helping Professions in the World of Action (*pp. 145-164). Lexington, MA: D.C. Heath & Co.

Dr. Blank is Assistant Professor of Psychology in Psychiatry at the Center for Mental Health Policy and Services Research at the University of Pennsylvania School of Medicine. He also is a Senior Fellow at the Leonard Davis Institute of Health Economics, and holds appointments in the Schools of Nursing at Penn and the University of Virginia. Dr. Eisenberg is Director of Quality Assurance of the HIV Prevention Trials Network, Center for the Study of Addiction, University of Pennsylvania.

COMMUNITY ACTION

The Woods Hole Institute as Metaphor for a Community Research and Action Field Station

Brad Olson
bolson@depaul.edu

The original Swampscott conference occurred 40 years ago, signaling the beginning of the Community Field. Another event, which may signify the next 40 years, involves the activation of a Woods Hole-based Community Research and Action Field Station (here simply referred to as *the Station*). It was in 1994 that SCRA formed the Community Action Research Centers (CA-RC) Task Force to explore the formation of "locality-based" community research stations. The original inspiration for this initiative was the Woods Hole Oceanographic Institute, a research laboratory in a summer vacation setting, which was created by field biologists in the late 19th century. Woods Hole has led to many intellectual inspirations, discoveries, and treasured scientific and social interactions. One of the exemplary discoveries was the use of the squid axon, which due to its comparatively impressive size, provided a greater ease in observing its functioning, and opened up numerous doors for the field of neuroscience, including the understanding of the neuron's action potential.

James G. Kelly proposed a variation of the Woods Hole model for the Community Field in his 1969 presidential address. Seeing a need for members in the field to join together around long-term commitments, Dr. Kelly put forth the Woods Hole model as a way for members in the field to develop closer relationships within the community and work within a more proximally-based, hands-on frame of reference. Through this model, members could truly start where the essence of community resided rather than exporting ideas from academic settings and attempting to sell them within the community.

> A primary goal would therefore be to share in an empowerment process with local residents, focused on local problems and local solutions in the shared building of community assets.

Twenty-five years later John Robert Newbrough carried the notion further by advocating for the establishment of locality-based research stations. Both Kelly and Newbrough recognized that Woods Hole could serve as a working metaphor for the community-based model, but saw more fruitful benefits by creating a network of stations. Over the past ten years, a provisional network of centers was established in Puerto Rico, Kansas, and Chicago with a central hub in Nashville. Collaboration occurred between Chicago and the Puerto Rico stations on field research methods. A project developing the community toolbox in Spanish was begun by the University of Kansas in conjunction with the Universidad Central de Caracas, Venezuela, and many other productive interactions occurred.

Throughout the years, much debate and decision-making has occurred about various potential manifestations of the Woods Hole model and the variation that is most appropriate for the Community Field. Newbrough had many conversations with individuals throughout the Community Field, discussing strategic paths, and he has kept this information, including that provided by members of the Community Action Research Centers project (CA-RC; the leadership of which Newbrough has passed on to Yolanda Suarez-Balcazar and Christopher B. Keys) and correspondence with other SCRA members. He also has various essays on Woods Hole from numerous authors, and certain lectures that he himself has given on the topic.

I am presently looking through these files and as Newbrough describes, the project is at a major inflection point with various new structures being designed and discussed. I have no intention in this article of trying to sort through all the varied paths in an attempt to construct the best one. It is, however, worthwhile to integrate some of the fundamentals of these past discussions to keep future conversations moving forward toward more community action. Working toward a future based on what has been accomplished thus far requires a consideration of a) the goals for such a Woods Hole-like entity; b) what shape it would take, and (if conceived as a stable, core setting) where the Station would be located; c) organizational strategies and challenges for the model, and finally; d) characteristic attitudes to facilitate the best possible climate for the social, scientific, and spiritual work that would occur at the entity.

Goals of the Station. More than anything else, a Woods Hole-based model should embody our

values in the Community Field. A primary goal would therefore be to share in an empowerment process with local residents, focused on local problems and local solutions in the shared building of community assets. This would entail the long-term goal of establishing and maintaining enduring community-consumer-university-practitioner-advocate partnerships.

Since the beginning, there has been a great deal of discussion about *unitas multiplex*, or whether the Station should be a single, specific place, or a larger network of locations throughout the world, including a hub (the central location), and a series of spokes connected to other locations (nodes). Again, Kelly first envisioned this *network view* that diverged from the original Woods Hole concept of a single, stable location, and Newbrough's subsequent work set up such a network. The new definition of the project includes both possibilities. The research could be carried out by the network, and the Woods Hole process could be carried out in one or two designated locations.

My bias has always been to consider the "Station" as a single entity in a single place, much like Woods Hole, and to a certain extent, this is how I will talk about it here. This does not mean however that a network would not exist, and in fact its support may require such a network. Moreover, it does not exclude the possibility that several "Stations" may appear. There are many directions that will remain open to discussion for some time.

Part of my bias for a single entity where SCRA members and others would visit is that my first exposure to the Woods Hole concept was through Stephen Jay Gould essays, which not only suggest the pragmatic benefits of a more stable model, but also illustrate the more romantic notions of scientists visiting the same place year after year with their families. There is something equally positive to be said about the existence of a geographical and psychological center for the Community Field that contributes to a productive sense of community and place identity. It is safe to say that some type of energy would have been lost had Woods Hole not had geographic stability but had been transported from place to place, year after year.

There is a component of visiting the Station for more enduring times that would take us back to an age when a valued scientific medium involved face-to-face communication, sometimes across a cafeteria table, occasionally on lawn chairs in the sand, or on the front steps of a residential street watching cars drive by. The value here, exemplified by Woods Hole, is that we would learn again and again how to productively balance the pressures of academic and community work and turn them once again into actively engaged, positive explorations in the joint search for community improvement.

There are other more research-oriented justifications for a stable location. One challenge brought up in past conversations is that community work and community research are all intrinsically local, meaning that the complexity of local conditions makes the transfer of a research or development program from one setting to another a difficult one. Our community work is not easy to pick up from one place and transplant to a wholly new setting, simply to move again during the subsequent summer. These complexities associated with the local-nature and generalizability of programs may be amplified when settings change.

Yet with at least a single Station (again it could be several stations), projects could take advantage of contexts different from the work one conducts at a home location without excessive change and variation. By working with various communities around the Station, we could carefully cross-validate our research across contexts, attempting to locate the causes of contextual variations, and examine ways to increase the generalizability of our programs. Again, with a stable Station model, continuity would at least exist across the years. No doubt, these interactions, over time, would lead to substantial network connections to local leaders, attachments to neighborhood figures, and extensive knowledge of the variety of communities that exist in close proximity to the Station.

The specific choice of a location for the Station(s) is a difficult one. There are many different costs and benefits associated with different places. There is the beautiful seaside setting like Woods Hole, which is extraordinarily attractive, and would certainly possess the magnetism to bring people back summer after summer. The charm of a setting, however, is not particularly high on our list of values in the Community Field. More central values include working with underserved and disenfranchised communities, ultimately pointing us to more challenging locations with perhaps less financial resources, but that will equally have some degree of safety and access to other activities of interest.

Settings with fewer resources could create a greater set of initial challenges but equally provide opportunities for the Station to become a partner in transformative change. If the Station is located in an urban area, challenges may include working toward community improvement while simultaneously avoiding gentrification. This would certainly be a difficult and consequential problem requiring an interdisciplinary approach, full partnership with the community, and a consistent struggle with ethical principles. The location may also be more rural or have access to a variety of geographic features. The town we choose may be a recovery town that has some character. It may have a catchy name like Swampscott, Woods Hole, Saugatuck, Fairbanks, Bedford Falls, or Potter's Field. The station of course need not be in the United States, nor must it be in academic settings. It could be in a large bed and breakfast, or, as has once been suggested (if SCRA should ever come into a large sum of money), it could be located in an old hotel. It is also quite possible that while the environment is important—as community people we care about environment as much as Woods Hole people care about sea organisms and non-oxygenated tides—the location might be anywhere and still be of great benefit to us and to the surrounding communities.

Resources, Organizational Structure, and Time. Other than a set destination, few resources will be required to keep the Station operational. Entities such as this involve more *place, people, and time* than anything else. Computers, appropriate software, phones, writing instruments, and other operational tools are all that are necessary. However, funding challenges will nevertheless be significant, requiring consistent intellectual preparation, extensive feedback inside and outside the discipline, and trial-and-error revisions to make the design workable, ethically-based, and as innovative as possible. Such planning and foundational resource-seeking will be among the most invigorating tasks in the project, and will be an essential element to making the Station sustainable over the next forty or more years.

Budgetary considerations will vary according to the role of permanent staff members, volunteer networks, and the development of trainee grants. Balanced decisions will be made on non-for-profit status, largely based on whether such a status will allow the freedom to advocate for essential systemic change in the social policy and justice arena. Decisions will also have to be made between ownership, rental, cooperative, or even time-share housing and facility models.

Time. Time itself is an intangible element, yet it means everything to the unique workings of this system, and demands sufficient planning. Longer lengths of stay and enduring leadership at the Station is good, although not if it becomes static or leads to the formation of entrenched

bureaucracies. Visitors should make their stays long enough to allow ideas to warm up, to reflect on decision points, and to sufficiently banter about possible action plans until they can be effectively implemented. A single weekend is insufficient, at least for the modal stay, while a good portion of a summer, for instance, may be an ideal amount of time. A full sabbatical year spent at the Station would be a wonderful opportunity to effectively carry out large-scale projects. Most of us would partake in semi-transient visits, and others who lived in close proximity may spend periodic times in and out of the Station throughout the year.

The Station itself may first form on a more temporary basis and eventually shift to the year-round phase when more resources are accrued. Time could also impact the surrounding community. Over the years, particularly over a decade or two, more and more positive changes would be expected to occur in these communities. With time, we might also expect local organizations to begin to fully adopt the Station, taking us in for our own benefit if not for theirs.

The People of the Setting and their Facilitating Attitudes. Despite the above considerations, it is the people who truly shape an entity such as this. The goal will be to create the Station as an inclusive setting that avoids the traps associated with differential access. Collaborative teamwork will lead to effective group chemistry whether the composition of visitors at any one time includes people from various disciplines working on a single or multiple social issues. Above all, there must be a sense of hospitality and merriment with intellectual stimulation, but also the welcoming of partners, children, and friends, all contributing to the existence of an extended family.

As few distinctions as possible will be based on status. As members of the Community Field, we will work to reinforce the assumption that we are all students, advocates, researchers, and past or future health consumers. Other key attitudes foundational to the Station's success include an openness to travel, and to adapt to a new setting for sufficient time periods. When I think about this attitudinal style, Newbrough comes to mind. Even when his home at Vanderbilt is closer to the Southeastern ECO conference, he also visits the Midwestern ECO conference, or the conference of the Midwestern Psychological Association. He often stays with friends who are now, for all practical purposes, part family. Neither geography nor time puts a limit on his intellectual adventures. With each stay he maximizes his social and spiritual gains. Such life approaches and worldviews are the essence of the Woods Hole experiment, and they will be the force that eventually carries the Station into a sustainable reality.

Newbrough also epitomizes the humility fundamental to the Woods Hole structure indicating that visitors must "leave their egos at home". It is equally natural to discern in Newbrough, a concern for human relationships and yet a simultaneous love of the science. One would never, for instance, hear him say, "That is just shop talk, let's talk about other things," because a Woods Hole model requires that there is never an aversion to creation and innovation—no artificial barriers between the knowledge and "life." These attitudes should remain central in our minds as the Station's mission is drafted.

Equally important when drafting the mission is to recognize that the Woods Hole model is only a metaphor for the Station. It is a good metaphor as it has so many features conducive to the acquisition of knowledge. The Woods Hole Institute possesses great distinction for good reason, and its design should always be the basis for our default decisions. What is common to both marine biology and community is that primary need for members to enter into a more open and full system that embraces science and engages in life. The Station will be a place for thinking, for work, and for stimulation. What is more, it will bring a productive cohesiveness—a cyclical, intellectual reunion of sorts.

As stated, one of the exemplary discoveries at Woods Hole was the use of the squid axon, which due to its substantial size (1 mm in diameter), opened up new doors in the field of neuroscience. It was said to be the "ideal preparation for investigating the biophysical basis of excitability" and led to the understanding of the *action potential*, the primary function of the neuron's work. We can only guess at what future discoveries—equivalent to the importance of the action potential—will occur when the Station comes into being. Its existence will likely help us better understand, if you will, our own *action potential*. The spirit of the Station, as stated earlier, is to the future of the Community Field what Swampscott is to its past, and this spirit alone brings great promise for the next 40 years.

Children, Youth & Families

Reviving the Children & Youth Interest Group

Richard Roberts
Utah State University

As the recently appointed Chair of the Children, Youth, and Families Interest group for SCRA, allow me to introduce myself and to begin the process of reenergizing this important component of Community Psychology by: asking for HELP; locating everyone who would like to make this a dynamic and important component of SCRA once again; initiating some brainstorming for online communication, continue to build a viable group and begin some planning for the next biennial meeting in 2007.

As the Director of the Early Intervention Research Institute (*www.eiri.usu.edu*) and Professor of Psychology at Utah State University, I direct a multi-disciplinary group of researchers and program development staff - all have dirty hands working in the trenches and in the communities with whom we partner across the country. Our work cross cuts disciplines, issues, and models of evaluation. This represents what I have always thought community psychology is about at its core. We have psychologists, sociologists, economists, Family and Human Developmentalists, persons, or family members of persons with disabilities, and business faculty within EIRI, all of whom add to the complexity but make life interesting in understanding applied research and systems change projects from cross disciplinary models of knowing.

My own research and program development primarily has been funded through the U.S. Maternal and Child Health Bureau and U.S. Dept of Education. We work in partnership with families and youth with special health needs in developing more integrated and person centered systems of support and services at the community, state and national levels. System integration, family professional partnerships, community based systems development and evaluation are all important components of the work we do. In most applied work we use PAR approaches to systems change. Currently as Director of the Champions for Progress National Leadership Center for Children with Special Health Care Needs (*www.championsforprogress.org*), I am working with PAR leadership groups in all 50 states to create and sustain community-based systems of care and support for this group of

children and youth who constitute between 15-20% of the population across the country. Our biggest issues to date have evolved around do-able methodologies that sustain and evaluate the effectiveness of community-family - pediatric -school practices who are the partners that must make this work. (Thanks Tom Wolf for your wisdom and help on this one!)

So, if you have some great and/or seminal ideas to share then let's all start getting together and building community around Children, Youth, and Families. You can contact me at *Richard.Roberts@usu.edu* and I will begin getting a roster of interested persons around the U.S. and beyond to get us moving.

Cultural & Racial Affairs

The Committee on Cultural and Racial Affairs: Reflecting on Our Past, Present, and Future

Pamela P. Martin
North Carolina State University

The Sankofa, a West African Adinka symbol, underscores the significance of looking back in an effort to move forward. This symbol is relevant to the Fall theme of this issue: "Community Psychology: Past, Present, and Future". As community psychologist practitioners, Kelly (2002) encourages us to reflect on the collective history as a basis for understanding the transitions in our field, which allow us to progress toward achieving the principles of community psychology. The purpose of this article is to utilize the mission of the Committee on Cultural and Racial Affairs (CCRA) as a lens through which issues articulated at the 10th SCRA Biennial Conference can be viewed in relation to previous reviews and research in the field.

One aim of the mission of the CCRA is to address issues of cultural diversity and promote the concerns of people of color as a focus of community research and intervention. Since the creation of community psychology, ethnic and racial diversity represent essential characteristics of the field (Rappaport, 1977; Trickettt, Watts, & Birman, 1994). Martin and colleagues (2004), in their analytical review of the American Journal of Community Psychology, found that topics of diversity are more likely to apply a strength-based approach when using within group designs, while a deficit orientation is applied when researchers employ a white comparison group (i.e., two-group design or multi-group).

At the CCRA meeting, questions emerged regarding the significance of conducting white comparison group designs. The problems with these designs are people of color are often perceived as "dysfunctional" or "the invisible other." The participants in the meeting echoed the significance of engaging in research that is culturally anchored in the community of interest. Keys and colleagues (2004) provide a framework to conduct research with diverse populations, especially individuals from marginalized groups. Some important characteristics of this framework emphasize the creation of egalitarian relationships between community psychologist practitioners and participants plus the use of innovative methodological procedures that denote the experiences of participants. Thus, within group designs using culturally anchored framework represents a more appropriate approach to conducting research with racially and ethnically diverse communities. The committee members contend that the use of within group designs provides for a richer understanding of contextual factors and, more importantly, shatters monolithic assumptions prevalent in research among communities of color (i.e., the Latino/a community).

To understand the concerns of people of color in community research, multidisciplinary approaches integrating theories from ethnic studies programs such as African American Studies and Chicano/a Studies can inform and advance knowledge regarding people of color. Not only can the research from ethnic studies programs enlighten community psychologist practitioners, the body of literature on identity development and acculturation is significant as well because these areas of research explain how people of color navigate between and within their culture. A potential benefit that emerges from these collaborative efforts is the different challenges (i.e., discrimination, health disparities, and immigration) experienced by communities of color that transcend one academic discipline and therefore, requires a multidisciplinary response. For example, Keys et al. (2004) utilize research from Boykin's Triple Quandary Model, a noted African American identity development theory, to describe a culturally competent approach to investigate the role of culture in the lives of marginalized groups. We believe the integration of research using culturally specific frameworks enhances our research. We also contend that community psychologist practitioners should partner with ethnic studies programs when planning, implementing and disseminating research in diverse communities.

Sankofa

The CCRA committee members discussed the need for more participatory action research, which allows for equitably among all stakeholders in the research process. The members concurred with Keys and colleagues regarding the promotion of learning between researcher and collaborators that empower them to address and attend to social injustices in their communities (Keys, et al., 2004). We also underscored that the dissemination of findings from participatory action research could be used as a model for community psychology research.

Training and professional development of people of color in community psychology is an additional aim of the mission of CCRA. The epistemological frameworks, such as social action, human diversity, and personal-environmental fit, represent research areas that may resonate with a large number of undergraduate students of color. At the undergraduate level, the CCRA committee members discussed several strategies SCRA could initiate to expose undergraduate students of color to community psychology. First, undergraduate students could learn more about community psychology through Summer Research Opportunity Programs that provide students with an opportunity to learn about and participate in community research. Many universities offer these programs throughout the academic year. Second, a more concerted effort needs to be made to develop relationships with other departments such as social work, sociology, and education to recruit students at the graduate level. Third, a representative from SCRA could recruit students of color by attending professional organization conferences and meetings such as those of the Association of Black Psychologists and National Latino/a Psychological Association.

A number of researchers have discussed the importance and contributions that scholars of color bring to the research process (Jordan, Bogat & Smith, 2001; Keys et al. 2004). For the committee members, a primary concern was the

retention of students of color in graduate community psychology programs. Committee participants discussed the extent to which one of the responsibilities of the CCRA is to monitor and report the retention rates of students of color in graduate programs in community psychology through an anonymous survey from program directors to the SCRA Executive Committee. The opportunity to participate in the creation of scholarly products, such as poster presentations, publications and grant writing was an additional concern for the committee members. Access to mentoring opportunities, which provide students of color with experiences to master diverse methodological skills and participate in the publication process, are also critical to the success of students of color once they graduate and enter the academy or the private sector. Therefore, a faculty mentor becomes extremely important in regard to providing students exposure to a variety of marketable skills and career options. More importantly, the mentor provides graduate students access to their professional networks, which could potentially lead to research, publication, and job opportunities for students. Kelly (2002) articulates that the positive social interactions during graduate school facilitate students' preparation for and commitment to a career. However, the social isolation experienced by some students of color may impede with their acquiring the skills necessary to successfully function after graduation. We encourage mentors in SCRA and elsewhere to create "safe spaces" that foster positive and healthy social interaction for students of color.

Training and professional development of people of color in community psychology is another aim of the CCRA. Similar to the graduate students, mentoring of junior faculty was yet another concern for committee members. To buffer the effects of isolation for some faculty of color, efforts by CCRA and SCRA must be part of a planned and thoughtful program that accomplishes specific goals. For example, one goal is to create opportunities to collaborate with community psychologist practitioners in curricular and scholarly endeavors that enhance professional development of junior faculty. This practice will shatter the myth that publishing and securing grants are solitude endeavors. Another goal is to institute this project as an activity at the biennial conference wherein senior faculty members can network with junior faculty in their respective areas. In addition, Kelly (2002) discusses the need for our field to share and learn from our experiences as community psychologists. This practice allows for the transmissions of generational experiences to future practitioners.

The final aim of the CCRA mission is to inform and educate the Executive committee regarding issues pertaining to people of color. The committee submits the following suggestions:

Conducting research that targets communities of color

- Write and publish a formal statement regarding the value of using within group designs when conducting research with communities of color
- Develop multidisciplinary research opportunities with ethnic studies departments
- Integrate culturally specific frameworks or theories into research opportunities
- Utilize participatory action research when conducting research with people of color

Recruitment of people of color into community psychology

- Encourage people of color to submit articles to community psychology journals
- Increase number of ethnic minorities on the editorial board of community psychology journals
- Attend professional organizations of color to inform individuals about community psychology and recruit students
- Involve undergraduate students in the research process

Retention of people of color in community psychology

- Research and publish graduate student retention rates and scholarly productions (e.g., poster presentations, publications, and grant proposal writing experiences) at the aggregate level for community psychology programs
- Publish effective mentor strategies or successful case studies of positive mentoring relationships in TCP
- Provide resources for community psychologist practitioners who want to become effective mentors
- Develop initiatives to support junior faculty of color
- Provide mentoring opportunities for junior faculty of color to meet senior community psychologist practitioners
- Recognize junior faculty of color conducting independent innovative research

Community psychology is a field that embraces and respects human diversity. Therefore, in order for our field to fully achieve the principles of the Swampcott Conference, we continuously need to reflect on our past, present, and future regarding our inclusion of racial and ethnically diverse communities in the different aspects of the research process.

References

Jordan, L., Bogat, A., & Smith, G. (2001). Collaborating for social change: The Black psychologist and the Black community. *American Journal of Community Psychology, 29*(4), 599-620.

Keys, C., McMahon, S., Sanchez, B., London, L. & Abdul-Adil,-J. (2004). Culturally anchored quandaries, guidelines, and exemplars for community psychology. In C. Keys, L. Jason, et al. (Eds.), *Participatory community research: Theories and methods in action* (pp. 177-198). Washington, D.C.: American Psychological Association.

Kelly, J. (2002). Seymour B. Sarason award address: The spirit of community psychology. *American Journal of Community Psychology, 30*(1), 43-63.

Martin, P., Lounsbury, L., & Davidson, W. (2004). AJCP as a vehicle for improving community life: An historic-analytic review of the journal's contents. American Journal of Community Psychology, 34 *(3-4), 163-173.*

Rappaport, J. (1977). *Community Psychology: Values, Research, and Action*. New York: Holt, Rinehart & Winston.

Trickett, E. J., Watts, R. J., & Birman, D. (1994). (Eds.). *Human Diversity: Perspectives on People in Context*. San Francisco, CA: Jossey-Bass.

The author wishes to thank the following individuals for their attendance at the Committee on Cultural and Racial Affairs meeting: Mona Amer, Rhonda Lewis, Lynne Mock, Kelly D. Taylor-Richardson, and Susan Torres-Harding.

LESBIAN/GAY/BISEXUAL/ TRANSGENDER

Exploring Homophobia and Gender Expression in Peer-to-Peer Youth Sexual Harassment

Lauren F. Lichty, lichtyla@msu.edu
NiCole T. Buchanan, nbuchana@msu.edu
Jennifer M.C. Torres, torresj2@msu.edu
Michigan State University

Research has found that 80% of students experience school-based peer sexual harassment prior to graduating high school. As a result of harassment, students report negative

consequences to their psychological well-being and academic engagement (American Association of University Women, 1993, 2001; Fineran & Bennett, 1999; Lacasse, Purdy, & Mendelson, 2003; Trigg & Wittenstrom, 1996). To date, youth sexual harassment research has been primarily quantitative, with survey items developed based on adult sexual harassment research. Sexual harassment has been operationalized as behaviors ranging from sexual/gender-based jokes and comments to sexual coercion and assault. While this research has provided insight into the prevalence and impact of youth sexual harassment, it has not explored variations in the content of these behaviors (i.e., what youth harass one another about), which is likely to differ from adult harassment. In order to effectively address and prevent this phenomenon, we must explore whether research is accurately reflecting the content of youth experiences as opposed to our assumptions based on adult sexual harassment. In an effort to begin such an exploration, we conducted open-ended qualitative interviews with 20 high school students. The data presented below demonstrate that, among high school students, harassment often targets students' sexual orientation and gender expression, reflecting underlying homophobia.

Although this study explored extant conceptualizations of sexual harassment, the term "sexual harassment" was not used by interviewers in order to avoid biasing student responses. Instead, the more neutral term "bullying" was used (e.g., What are some of the ways students bully each other at school?). By using general terminology, students could report on a wide range of experiences. Therefore, responses may or may not have included sexually harassing behaviors if such experiences were not salient to participants or if students did not label such experiences as a form of bullying. Our findings revealed that sexual/gender-based harassment was both salient and considered a form of bullying by students.

Through latent content analysis, we found that while some forms of youth harassment are reflected in existing measures, two categories are not adequately addressed: homophobic and gender expression harassment. Homophobic harassment targeted a student's sexual orientation and labeled the individual as "gay" to insult him/her, while harassment based on a student's gender expression targeted how someone was "doing" his/her gender. Students who violated traditional gender role stereotypes (such as a girl repairing cars or an effeminate boy) were harassed based on their perceived gender non-conformity.

Homophobic harassment was the most common form described by participants, reported more often than behaviors traditionally associated with sexual harassment. From this category three distinct subcategories emerged: 1) using "gay" as a generally derogatory term, 2) implying someone is a homosexual in order to insult him/her, and 3) targeting "out" gay and lesbian students. In the first subcategory, participants indicated that the term "gay" was used as a derogatory term meaning someone or something was "stupid," "dumb," or "not cool," rather than using it to imply that someone is homosexual. The following quote from a 12th grade female exemplifies this form of harassment: "…gay has become the term for like stupid now. If someone has like a dumb idea, people would be like, 'Oh, you're gay'." It is important to note the context in which these events took place. These behaviors almost always occurred publicly. Participants described gay students hearing the negative use of this term and feeling hurt by it. While these behaviors did not overtly target gay students, they contributed to a hostile school environment for gay or questioning students.

The second subcategory, insulting someone by implying s/he was a homosexual, most often targeted heterosexual students rather than those who were openly gay. This was frequently a within-gender form of sexual harassment, typically perpetrated by boys against boys. For example, a male in 10th grade stated,

> "…they'll call you like a 'fag' or 'wuss' or 'little girl', or stuff like that, just to get on your nerves…we have kids here that are kinda gay… they say that you're like them and stuff when you're really not, and they just keep going, and they get other people to start saying it."

The findings from this subcategory suggest that being labeled gay when you are not is a serious insult, particularly for males, that is used by other boys to intentionally upset and degrade.

The third subcategory of homophobic harassment targeted openly gay students, generally via name calling, comments, and exclusion. Again, male students were the primary targets. The following quotes illustrate the "diversity" of the harassment gay students endured. One 10th grade female said, "… they comment on homosexuals, how they think it's gross and that, they'll say it to like someone else but they'll say it to where that person can hear 'em." A female in eleventh grade stated, "We have an actual, you know he's gay, very open about it, and there's a lot of guys that won't talk to him because of it. Because they think he's going to hit on them." We also heard stories of males coercing other males to stop being friends with gay students by saying things like, "I bet you wouldn't mind if he had sex with you" (in less polite terms), indicating that if a student associates with gay students then s/he must be gay as well. Participants described this "threat" to males' heterosexuality (and masculinity) as a motivator for isolating and ignoring gay students. Finally, one 12th grade male described the long-term harassment of a lesbian couple.

> "We used to have two girls that were dating and they'd get teased because they were lesbians… They'd you know call 'em names and… leave obvious things for them to see like words or drawings or pictures for them you know to see. *I: Okay when you say words, like what sorts of?* Like lesbians or dykes or other slanderous words about lesbians. *I: Okay and when they're leaving it for them to see like…?* They might draw it on a desk or leave it on a paper or throw a paper at them with it written on it."

This quote illustrates the various methods used to harass gay students including being verbally confrontational, using highly visible graffiti, and physically throwing harassing notes at the victims. Despite the variations in the forms of homophobic harassment captured in this study, calling someone gay to insult them is the only homophobic behavior included in current measures of student sexual harassment.

On the other hand, gender expression harassment is entirely overlooked in existing measures of youth sexual harassment. In this study, gender expression harassment manifested in two ways: labeling students as gay or the opposite gender to insult them for their gender violations. Both boys and girls were targeted for gender-incongruent physical appearance and behavior. For example, a female in 10th grade stated, "…when some of the guys wear like pink shirts…They'll call 'em like fag… Cause pink is like a girl color." As another example, an 11th grade girl stated "…there is a girl in my grade who is very manly and she likes working on cars. And guys…call her a diesel dyke." Each of these individuals' gender norm violations was associated with being homosexual. This label was intended to insult, degrading the person for not behaving within their prescribed gender roles.

In some instances students were not labeled as gay for their gender violations, but instead were treated or directly labeled as a member of

the opposite gender. A 10th grade male described this form of harassment relating to gender-incongruent behavior.

> "…if they act, like swing their arm and walk like a girl… Then, he'd probably be considered a girl for the rest of his high school life. They'd pretty much like give him little girl things, or draw pictures of him as a little girl or something like that.
> *I:…you said sometimes they'll give them little girl things?* Yeah, like a little hair tie that they found that someone lost in the hall or something like that. They'll be like, 'Oh, I think you lost this'."

The participant emphasized that this harassment was continued throughout the school year and that once a student was labeled in this manner, s/he would receive similar treatment for the duration of his/her time at that school.

Overall, these incidents reflect negative perceptions of homosexuality. The regularity of homophobic behaviors such as using the term "gay" as a synonym for "stupid," insulting and degrading someone by implying that s/he is a homosexual, and openly harassing gay students suggest that both homophobia and heterosexist privilege have been institutionalized among these high school students. These behaviors also appear to reinforce gender role expectations via a process of coercive socialization of those who deviate from traditional gender norms; thus this harassment was used to keep youth within their gender "boxes." Instances of gender expression harassment also speak to the rigidity of gender among these students. This rigidity permeates behavior and appearance, and seems to be inextricably linked to heterosexuality. Focusing on gender and sexuality may not be surprising, given that adolescent physical and social development at this stage makes gender and sexual identity highly salient. However, the harassment of students not conforming to "accepted" gender norms or sexual identities should not be perceived as a normal part of adolescent development.

Participant reports indicate that these occurrences are not the result of a minority of hostile students, but rather they are happening across the student population. Such widespread use may reflect a lack of awareness among the students as to the implications of their behaviors. It seems that students are largely unaware that by using sexual preference or gender expression to harass they are communicating prejudice and creating a hostile environment for classmates. In fact, some participants stated that many students do not understand why these behaviors are hurtful and unacceptable under any circumstances. Given their frequency and effects, such behaviors warrant greater attention in both research and schools.

These findings suggest that interventions should incorporate discussions of gender-role stereotypes, homophobia, sexism, and heterosexism in order to increase students' consciousness regarding these behaviors and their impact on others. Regardless of their sexual orientation, all students are negatively affected by such behaviors because they contribute to a hostile and intolerant climate. Such a climate interferes with one's right to an education, which is protected by Title IX and the Office for Civil Rights of the U.S. Department of Education, potentially making schools legally liable when these behaviors occur. This is also important to address because these behaviors reinforce sexism and homophobia, thus are relevant not only to schools but also to societal-level social justice issues. Research and interventions on bullying and sexual harassment must examine the content of harassment among adolescents. If we fail to do so, important factors will be missed, thereby limiting our understanding of the phenomenon and our ability to increase the effectiveness of our intervention efforts.

References

American Association of University Women (1993). Hostile hallways: AAUW survey on sexual harassment in American schools. Washington DC: Authors.

American Association of University Women (2001). Hostile hallways: Bullying, teasing, and sexual harassment in schools. Washington DC: Authors.

Fineran, S., & Bennett, L. (1999). Gender and power issues of peer sexual harassment among teenagers. *Journal of Interpersonal Violence, 14*(6), 626-641.

Lacasse, A., Purdy, K. T., & Mendelson, M. J. (2003). The mixed company they keep: Potentially offensive sexual behaviors among adolescents. *International Journal of Behavioral Development, 27*(6), 532-540.

Trigg, M., & Wittenstrom, K. (1996). "That's the way the world really goes": Sexual harassment and New Jersey teenagers. *Initiatives, 57*(2), 55-65.

Living Community Psychology

by Gloria Levin
g-levin@comcast.net

"Living Community Psychology" highlights a community psychologist through an in-depth interview that is intended to depict both personal and professional aspects of the featured individual. The column's purpose is to offer insights into community psychology as it is lived by its diverse practitioners.

For the many years this column has been published, it has featured community psychologists based in North America. I have long wanted to reflect the increasing globalization of community psychology but, since my interviews are conducted in person, I was restricted by my geographic location in the U.S. However, I took advantage of the availability of community psychologists from other countries attending the 2005 Biennial Conference in Illinois. There, I interviewed four community psychologists from Turkey, Spain, Australia and Germany, who will be featured in this and the next three newsletters.

Featuring:
Serdar M. Degirmencioglu, Ph.D.

Instructor, Istanbul Bilgi University
Istanbul, Turkey
s_degirmencioglu@yahoo.com

Serdar M. Degirmencioglu

If you subscribe to SCRA's listserv, you've seen many postings from "Serdar" who regularly advises readers of upcoming conferences, fellowships and job opportunities, all over the world. Meet Serdar M. Degirmencioglu, who devotes considerable time to monitoring multiple professional websites and listservs and disseminating information about opportunities to Turkish psychology students, academicians and practitioners. But we are all the beneficiaries of his efforts through his postings on SCRA-L. He reports that, time and time again, he is approached at conferences by people attesting that one of his announcements had played a significant role in the person's life. In a similar vein, he (along with a former student) published

a guide for Turkish students on how to apply for psychology graduate studies in Turkey, the United States or elsewhere. Universities in Turkey only offer graduate study in clinical, organizational and social psychology, so students have to move to another country to advance their studies in other specializations.

Serdar's own choice of a discipline to study was highly influenced by contemporary Turkish history. That is, although he was always committed to equity and social justice, a leftist perspective, he came to young adulthood within the context of a military regime that held power in Turkey for five years. The U.S.-backed regime "did huge damage to the country. The intellectuals were, in many ways, devastated. There were a lot of disappearances and extra judicial killings. The solid base of democracy, including labor unions and political parties, all of them were wiped out." Serdar and his friends wanted to act upon their political convictions, but, in the absence of democratic or organizing traditions in Turkey, they did not know how. "This is the fate of modern adolescence. You have the leisure time, but you don't know what to do with it. My work now speaks to providing young people with opportunities to engage and make a difference." Thoughts of studying sociology were tempered by the realization that the military perceived sociologists as communists. Thinking that too risky, he chose a safer option — psychology, a decision he's very glad he made.

His family valued education highly. His father, orphaned at age ten and raised in State institutions, came of age in the 1940s, when the young republic of Turkey desperately needed trained teachers. He obtained government support to study to become an English teacher. Although the family struggled economically, Serdar and his two sisters all went to college. Serdar was a good student but, outspoken, he regularly got in trouble. His high school was highly regarded, but he still considered his secondary education to be inadequate. This led to a determination to devote himself to reforming education in Turkey. He entered Ankara's Middle East Technical University for college, where he was strongly encouraged by his professors to pursue graduate studies. They told him of the existence of graduate school scholarships in the U.S.; all his secondary and undergraduate education had been conducted in English.

Accepted into Wayne State University's graduate program in developmental psychology in Detroit, he soon realized that his conversational English was poor, mostly from his unfamiliarity with everyday American English. A French-speaking friend seconded his feelings of embarrassment, claiming that every time he spoke English, "he felt as if his IQ fell 10 points." Fortunately, a Wayne State professor and his wife took Serdar under their wings, helping him get a solid start in Detroit with practical tasks such as how to open a checking account and get around on public transportation. On the other hand, Serdar's under-graduate training had been more rigorous than that of his American peers. He now recognizes that this is common for countries that have few graduate programs. "They push the competence level down to the undergraduate students, cramming more content into undergraduate studies." Serdar was determined to become proficient in research methods. "In psychology especially, if you know the methods well, people listen to you. If your methods are not good, you're not going to be listened to." With a minor in Measurement, he graduated as a solid researcher.

"SCRA emphasizes change for the common good, for social justice, empowerment," all concepts which resonate with him strongly.

Unlike many of his graduate school peers who commuted in from the suburbs, he lived in Detroit's inner city for six years, and learned about inner city dynamics and American political dynamics from this exposure. Two years into graduate school, he married his girlfriend from college. "The only way she could come to the States to live with me was through marriage." However, she returned to Turkey after he completed his Ph.D.; she had earned an MBA while in Detroit. (They later divorced in Turkey; he has been in a very happy and steady relationship for the last 5 years.)

Upon completing his Ph.D. studies in 1995, he moved to Chicago as a postdoctoral researcher at Northwestern University's Institute for Policy Research. He found what he was looking for — broad interdisciplinary exposure. "It was a very lively place where you could get, intellectually and in work, the stimulation you would need." He joined an ambitious project focused on the influence of multiple contexts (family, friends, schools and neighborhoods) on adolescents' lives. This experience introduced him to the social policy implications of research, and he was invited to join a network of prominent researchers (the MacArthur Network on Successful Adolescence).

Unlike in graduate school, his fellow post docs were ahead of him in methodological skills, so he further improved his research skills. "By the time I finished my PhD and my postdoctoral work, I was very good." The project staff was interested in neighborhoods, unemployment, etc., but did not have an explicit focus on community level processes. "Community psychology was only implicit, but the experience nonetheless pushed me in the direction of community psychology."

From community psychology, he drew upon the sense-of-community construct, which is only implicit in other disciplines. He feels that educational research comes closest with its use of another construct, social climate, especially in the school setting. However, he finds that this work insufficiently embeds the school in the context of the surrounding community. "It's as though the school exists outside of the community, in a vacuum." He also commends community psychology's explicit emphasis on change. "SCRA emphasizes change for the common good, for social justice, empowerment," all concepts which resonate with him strongly.

He always intended to return to Turkey, in part because he loved his homeland and wanted to contribute to its change. Also, he knew that if he stayed in the U.S., he'd always be an outsider to any community with which he worked. "Even if I spoke English with no accent whosoever, there would still be a large distance between me and the community. I wanted to go back to where I belonged." He returned to Turkey in 1997, to his hometown of Ankara and to an assistant professor position at his alma mater, the Middle East Technical University. Back in Turkey, teaching, not research, was the norm for professors, and he realized that his sophisticated research skills did not fit well with the practical demands of professional and public life. At the urging of his colleagues, he became active in the Turkish Psychological Association (TPA), especially in organizing psychologists for action. He also became associate editor of the Turkish Journal of Psychology. In 1999, he became vice president of the TPA. "I was moving in a direction that pulled me away from the research oriented work I had been doing in the States." Instead, he worked to improve the status of psychologists in Turkey, noting that medicine, and especially psychiatry, dominates psychology in Turkey.

Serdar relocated to Istanbul, the economic and intellectual center of the country, to be with his then-wife, taking a position at Istanbul's Bilgi University, a private university that he considered the most innovative institution of higher learning in Turkey. He also became

active in the local professional association for psychologists, the largest and most active branch of TPA, eventually serving three consecutive terms as president.

Just before he arrived in Istanbul, in 1999, Turkey was struck by a major earthquake, near Istanbul. This was a life-changing event for him and also, in part because of his organizing efforts, changed the status of psychology in Turkish public opinion.

Because of the intensive media coverage of the earthquake's aftermath, the public quickly saw that the government response was ineffective. The need for relief workers was great, and the members of the TPA clamored for the association to respond to this national catastrophe. Serdar volunteered to organize the response, sending psychological support teams to the area. Having no expertise with disasters or trauma, he formed relief teams, led by one expert per team, with 2-3 masters students and the rest undergraduates. The teams were trained for 2 days and were sent to the field for 4 days, maximum, so as to avert burnout. Although some psychologists complained that students were too young and unskilled to send into the turbulent setting, Serdar countered that the teams were not expected to conduct psychotherapy. "Their main job was to listen. Any real need for a referral would be handled by the team's expert. This worked very well because, after a disaster, people want to talk, and the students provided a genuine ear."

Serdar did considerable media work at this time, giving interviews that imparted practical advice to people, stressing the importance of normalizing one's life, such as urging men to resume shaving. He recalls: "Most of this I learned on the job." Psychology was thereupon viewed by the public as a helpful and practical profession. TPA established a virtual information link, fielding many emails, and published a widely-disseminated booklet intended to be read by earthquake survivors and relief workers about the psychological aftermath of earthquakes. Relief workers flooded into Turkey, ranging from well-organized NGO's to well-meaning individuals. He encouraged his colleagues to trust the relief workers. "At a time like this, one is not feeling very confident about the world. There was a lot of tension, because life had changed so drastically."

Many psychologists worked closely with UNICEF, which opened community centers. "People first came in with trauma-related problems but later came in with a lot of different problems." He had long advocated for community centers in Turkey but had met resistance from human service professionals who were office- or hospital-based, with no experience in community settings. "But the earthquake made it possible to suddenly have a community center with no red tape." Community centers were widely recognized as being effective; this established the value of community-based work among professionals.

Of striking significance was that the students returning from the field looked peaceful, despite the rough conditions they underwent and the wrenching stories they had been told. "Their chests were bigger," due to the very real sense of feeling useful. Wanting to document this experience, Serdar committed himself to studying the impact of the earthquake relief work on volunteers, particularly the younger volunteers.

He conducted a pilot study of 35 former relief workers; they clearly wanted to talk about the disaster experience. "The literature on post traumatic growth says people change in positive ways after drastic events, but the literature on relief workers looks at the negative aspects: is it secondary trauma, are they burning out, etc.?" Analysis of the pilot test revealed eight dimensions that were incorporated into a questionnaire that was subsequently sent to 500 former relief workers. "Many respondents were grateful that I was documenting the importance of their experience." The responses convinced Serdar that, if young people are given the opportunity to contribute, they will make a difference and the experience will be good for them. While most respondents reported an increase in self-efficacy (the "swollen chest" phenomenon), young people reported the highest increase. Serdar has put this finding into action, helping young people make a difference in their communities. He employs a youth civic engagement program model that originated in Minneapolis and is being adopted around the world, called Public Achievement: *http://www.publicachievement.org.*

Through this work, a team enters youth-oriented community settings, especially schools, where the administrators are motivated. The young people are encouraged to identify problems in their lives. "The problem could be no place to hang out or the war in Iraq or they don't want to wear the school uniform." A team of youth interested in a specific problem is empowered to solve it, being assigned a coach (a University student) who visits weekly. The resultant team work is based on principles of democracy and community action. In the context of political history in Turkey, this approach is revolutionary. "Even now, political organizing is very new and risky. People have learned that if you get into politics, somewhere down the road, there might be a military takeover and you'll suffer." Fearful of taking political risks, parents often advise their children not to get civically involved, saying "Why do YOU have to do this? Let OTHER people do it."

Recognizing that professional information is inadequately disseminated in Turkey, he continually answers phone calls and emails from others, especially students, and assisted in establishing an email group that has grown to 1,500 members — a forum for undergraduates, practitioners and academicians in Turkey. He is convinced that "conferences count," that face-to-face encounters are far more productive than any other form of interaction. He attended many conferences as a graduate student, all expenses paid, and he annually attends approximately two conferences abroad. He is one of the founding organizers of the new association for European community psychologists and is the president of the Regional Network for Children which brings together networks of children's rights NGOs from 25 countries. He also was recently elected to the board of the Youth and Generation Research Network of the European Sociological Association.

Serdar's academic schedule, teaching 3-4 courses, added to his social change work and professional networking activities, became overwhelming. Teaching is valued much more than research or action at Bilgi. Serdar was beginning to meet opposition to his attending professional conferences and other meetings and doing public work. While attending conferences keeps him away from the classroom for short periods, he feels strongly that this exposure enhances his value as a professor and as an agent for social change, providing "windows on the world," Nevertheless, the tension between his teaching and service recently resulted in his being reassigned – despite strong opposition by students, NGOs and many colleagues, including some from SCRA – as a part-time instructor, now teaching only one course a term at Bilgi.

Now, when you spot postings on SCRA's listserv from "Serdar," you'll not only know more about him but also appreciate his exceptional commitment to building global linkages in the field of community psychology through the exchange of information.

PREVENTION & PROMOTION

Prevention and Promotion Interest Group Update from the SCRA Biennial Meeting

Richard J. Wolitski
Centers for Disease Control and Prevention

Wow.

I have to say that I was really impressed with the enthusiasm and ideas that the interest group members brought to the SCRA biennial at the University of Illinois. The meeting was a wonderful opportunity for people to make new connections with colleagues who are working to promote the health and well-being of their communities. It was great to see such a diverse group of folks attend the interest group meeting—we had university professors, persons working with community-based organizations, recent community psychology graduates, and current students. Although everyone brought their own perspective and experiences to the group, it was clear that they all had much in common, particularly a strong commitment to furthering the health status of their communities.

During the meeting, the members of the group briefly discussed their work, what they wanted to get out of the interest group, and what they thought the group could contribute. In this column (my last as chair of the interest group), I thought it would be worthwhile to share some of the issues and the directions that the group discussed so that those who could not attend the meeting could be "in the loop."

It's clear that getting to know others who are doing similar work and learning from the experiences of other interest group members is one of the primary things that people want to get out of the group. The meeting served as a catalyst for networking with colleagues, but it group members recognized the challenges associated with maintaining that energy beyond the biennial meeting. Folks brainstormed about possible ways to keep the momentum going—most suggestions focusing on communicating through the newsletter as well as by email, the Division 27 listserv, and other electronic strategies.

Members also expressed interest in helping to shape the agenda for the next biennial. Ideas for doing this included encouraging submissions related to prevention and promotion and actively working to develop or identify presenters for hands-on workshops. Those who attended the interest group meeting seemed to be most interested in sessions that were interactive and focused on the development of applied skills that are needed in real-world settings. The topics proposed for interactive workshops included:

- Steps in implementing community-based programs, likely challenges, and strategies for overcoming these challenges.
- How to develop a new program and obtain funding for programmatic and evaluation/ research components.
- How to identify gatekeepers and nurture relationships with these and other key stakeholders in order to gain entry and work effectively in new communities and settings.
- How to write IRB protocols and to work with university IRBs so that the IRB process does not act as a barrier to action research that is flexible and responsive to community needs.
- The "real skills." The training that most community psychologists receive emphasizes theory and research and provides less training in the applied skills (the "real skills") that are needed to run a project and make community collaborations successful. Members expressed support for workshop sessions that would focus on these essential skills, such as: (1) project management, (2) meeting facilitation, and (3) developing and monitoring project budgets.
- In addition to the "real skills" described above, there was also interest in further developing skills related to writing and communicating with different audiences. Most community psychologists are well-trained in how to write for academic audiences, but few receive training in how to most effectively communicate orally and in writing with the communities they partner with. In particular, interest was expressed in how to translate scientific data and concepts into language that is useful to community partners.

In addition to workshops, there was another set of issues that interest group members proposed for presentations or discussion sessions at the next biennial. These included:

- Successful strategies for establishing and maintaining community collaborations in prevention and promotion.
- Challenges to the sustainability of programs and methods for maximizing the likelihood that programs will be sustained.
- Working within the realities of (and effecting change within) research institutions' priorities and culture as they relate to and affect work within local communities. For example, universities often do not value products of collaborations that yield products other than journal articles and administrators may be uncomfortable with programs that evolve over time or involve power-sharing arrangements. How can community psychologists better work to overcome barriers to effective university-community partnerships that promote health and well-being?
- The similarities and tensions between community psychology and public health—how different philosophies and methods of these two disciplines affect work related to similar prevention and promotion issues.

As you can see, there were a lot of good ideas and energy at the interest group meeting. I am confident that this momentum will be productively channeled by the co-chairs that were elected to lead the group between now and the next biennial. Rather than electing a single chair, the members of the interest group decided to elect two very talented individuals to share the leadership of the group: Monica Adams (DePaul University) and Derek Griffith (University of Michigan). Both bring a great deal of enthusiasm and new ideas to the role, and I am confident that they will provide excellent leadership to the interest group. They will be taking over the column, starting with the next issue of *The Community Psychologist.*

It has been a great pleasure and honor working with you in my role as chair of the interest group. I think that the group has much to offer and that the interest groups make an important contribution to the vitality of SCRA. The interest groups have the potential to create a space where like-minded persons can come together to create supportive communities within the larger organization. The size of the interest groups affords more personal connections between SCRA members who come from different parts of the world, work in different settings, have diverse skill sets, and are at different stages of their careers. I think that much of the potential of the interest groups remains largely untapped, and encourage SCRA leadership to continue nurturing and supporting these groups. Some small investments (e.g., mentoring from more senior SCRA leaders, providing the interest group co-chairs the names and contact information of persons who express interest in the groups when they join SCRA or renew their membership) would go a long way toward improving the functionality of these groups. The interest groups are fundamental building

blocks of the organization and, for many members, are often one of the first opportunities that they have to be active in organizational life of SCRA. Properly nurtured, the interest groups can play a key role in the continued success of SCRA as an organization and the accomplishments of its members. I wish Derek and Monica many successes as they assume their new roles and look forward to being involved with the group as an active member.

REGIONAL

Gary W. Harper [gharper@depaul.edu; 773-325-2056 (phone calls preferred)]
Regional Network Coordinator

GET INVOLVED IN SCRA—BECOME AN RC OR SRC!!!

LET YOUR VOICE BE HEARD!!! If you want to be involved in the future of SCRA at both a regional and national level, think about becoming a U.S. or International Regional Coordinator (RC) or a Student Regional Coordinator (SRC). The SRC is a new position within SCRA, so this is a great opportunity for graduate and undergraduate students to get involved in SCRA and influence the future direction of our Society! We currently have openings for SRCs in *all of our regions*, and openings for RCs in the U.S. Rocky Mountain/ Southwest Region (3 openings) and in the following International Regions: 1) Canada, 2) Latin America, 3) Australia/New Zealand/South Pacific, 4) Europe/Middle East/Africa, and 5) Asia.

I am very happy to report that we currently have our U.S. Regional Coordinator positions filled in all regions except Rocky Mountain/ Southwest. These individuals represent a group of energetic and vibrant community psychologists who are excited about providing regional leadership and guidance to the processes of membership development, activities, and communication. Five of these RCs have just come aboard this Autumn, so please welcome our new RCs:

- Northeast Region: Shannon Gwin Mitchell from Johns Hopkins University
- Southeast Region: Elaine Clanton Harpine from University of South Carolina Aiken
- Midwest Region: Susan Torres-Harding and Steve Pokorny (co-coordinators) from DePaul University and Debra M. Hernandez Jozefowicz-Simbeni from Wayne State University

I would strongly encourage students who are interested in getting more involved in SCRA to consider becoming a Student Regional Coordinator. Each region will now have two student slots—one for an undergraduate student and one for a graduate student. The Student Regional Coordinators (SRC) will work in conjunction with the RC's to plan and execute regional activities and events. This is a great networking opportunity for students, and provides students with an avenue for impacting the future of SCRA.

Many regions are holding their ECO conferences this Autumn. For more information on these please go to SCRA's new website (*http://www.scra27.org/*) and look for the links to these events under "News and Events" on the left-hand side of the opening page. Also look for Calls for Proposals for your regional meetings of SCRA which typically occur in conjunction with regional psychological association annual meetings in the Spring.

If you have ideas for projects or activities that you would like to see in your region, please either contact your RC (her/his contact information is listed in the front of *TCP*), or contact me. Also, if you would like to share any ideas or insights about how to increase membership in your region, please contact us.

Northeast Region

Cindy Crusto
cindy.crusto@yale.edu

Tiffany Townsend
tgt1@psu.edu

Shannon Gwin Mitchell
smitchel@jhsph.edu

The Northeast Region would like to welcome our new 1st year regional coordinator, Shannon Gwin Mitchell who is a Research Associate in the Department of Health, Behavior and Society in the Johns Hopkins University, Bloomberg School of Public Health. Currently, Shannon and the other two regional coordinators, Cindy Crusto and Tiffany G. Townsend are planning a regional SCRA program which will be held at the 2006 Annual Meeting of the Eastern Psychological Association (EPA). This year the EPA Meeting will be held at the Wyndham Inner Harbor Hotel in Baltimore, Maryland from Thursday March 16 to Sunday, March 19, 2006. The Northeast Region will hold its one day program on Friday, March 17, 2006.

SCRA's program provides an opportunity for community minded academicians, professionals and students in the Northeast Region to interact and discuss research, prevention/intervention efforts, coalition building and community advocacy, among other topics, all with the express intent to affect social change. Information about the EPA Meeting, the NE SCRA Program, and abstract submission procedures will be available in mid September at the SCRA website. For more information please visit *www.scra27.org*.

Southeast Region

Joseph Berryhill
jberryhill@unca.edu

Sherry L. Hamby
sherry.hamby@unc.edu

Elaine Clanton Harpine
elaineh@usca.edu

The Southeast region's main recent event was the ECO Conference at the University of South Carolina between October 7 and 9 (*http://www.scra27.org/events/southeasteco05.html*), an event that occurred after the press time for *the Community Psychologist*. Joseph Berryhill, one of the Southeast Region's RC's, will be hosting a town meeting at the conference. Details will be available next issue.

Midwest Region

Bernadette Sanchez
bsanchez@depaul.edu

Susan Torres-Harding
stores@depaul.edu

Steven Pokorny
sporkorny@depaul.edu

Debra M. Hernandez Jozefowicz-Simbeni
debj-s@wayne.edu

There are a couple of new developments in the Midwest. First, Meg Davis is no longer a Regional Coordinator in the Midwest because she began a tenure-track position at Dickinson College in Pennsylvania. Although we are sad that she has left the Midwest, we are thrilled

Ivan Andujar, Milton Fuentes, Gary Harper

Presenters following a symposium on the schooling experiences of adolescents of color. From left to right: Tabbye Chavous, Yari Colon, Milton Fuentes, Patricia Esparza, Bernadette Sanchez, Susan Ryerson-Espino.

about this exciting turn in her career. Congratulations Meg! As a result, we have two individuals who replaced Meg as 2nd-year Regional Coordinators: Steven Pokorny, Ph.D., and Susan Torres-Harding, Ph.D. Both work at the Center for Community Research at DePaul University in Chicago, Illinois. We are very happy that they are representing the Midwest as they have extensive experience in community research and action.

Steven Pokorny is the Project Director of the Youth Tobacco Access Project. Over the past 12 years, his program of research focused on youth substance abuse prevention, and over the past seven years more specifically on public policies designed to prevent tobacco use among youth. During this period, Steven has authored and co-authored articles on issues related to media-based substance abuse prevention, self-governed substance abuse recovery homes, youth tobacco-control law enforcement and crime rate, shaping youth access policy, future directions for preventing tobacco use among youth, active vs. passive parental consent, the relation of retail tobacco access to initiation and continued smoking among middle-school youth, and eliminating invalid self-report survey data. His current research includes a randomized trial with 24 communities in a longitudinal survey design to investigate the effects of tobacco control laws on tobacco use among underage youth. His formal training is in clinical psychology with an emphasis in community psychology. Steven plans to continue his research on community-level interventions to prevent tobacco use among youth and to utilize the findings to inform local, state, and federal tobacco-control policies.

Susan Torres-Harding is currently Project Director for a cognitive behavioral therapy treatment intervention trial for individuals with chronic fatigue syndrome (CFS). She received her Ph.D. in Clinical-child psychology from DePaul University in 2001. She is also a licensed clinical psychologist in the state of Illinois. Her research interests include ethnic issues and acculturation, and how these may affect the experiences of adults and children with chronic medical conditions. Susan is also interested in the evaluation of community-based treatment interventions. For her work in the area of studying the effects of CFS, she received the "Junior Investigator Award" from the American Association of Chronic Fatigue Syndrome in 2004.

Both Steven and Susan are organizing the 2006 SCRA program at the Annual Meeting of the Midwestern Psychology Association in Chicago, Illinois. Proposal submissions are due on November 1, 2005. Please submit your proposals to Susan (storres@depaul.edu) or Steven (*spokorny@depaul.edu*). For more information about the call for proposals, please visit: *http://www.midwesternpsych.org/alliedmeetings.html*.

Community Psychology News from Europe

David Fryer
d.m.fryer@stir.ac.uk

A major landmark in European community psychology was constructed on 17th September 2005, when the European Community Psychology Association was formally launched.

The European Community Psychology Association has developed out of, but is different from, the European Network of Community Psychology, which formally ceased operations as an organization at the same time as the European Community Psychology Association was established.

The European Network of Community Psychology was formed in Rome in 1995. Biennial Congresses of the European Network of Community Psychology have been held in Italy, Portugal, Norway, Spain and Germany. In the years between biennials, smaller European Network of Community Psychology meetings have been held in Austria, Scotland, Italy and Belgium. The Network achieved a great deal with no central funding and almost no bureaucracy but was a small group operating, fundamentally, on the basis of shared enthusiasm, mutuality and friendship. With increasing interest in community psychology in Europe, it became essential to expand and in

GRADUATE & UNDERGRADUATE STUDENTS:

☑ **Do you want to have a voice in the future direction of Community Psychology?**

☑ **Do you want to contribute to the continued growth and diversification of SCRA?**

SCRA

If you answered YES to either of these questions, then please consider becoming a

STUDENT REGIONAL COORDINATOR

The Student Regional Coordinator (SRC) is a newly formed position within SCRA, so as one of our first SCR's you have the ability to shape the direction of this position.

If you have any questions about becoming an SRC, please contact Gary W. Harper (phone calls preferred: 773-325-2056; email: gharper@depaul.edu).

so doing to ensure increasing transparency, accountability and participatory democratic process in the future. The decision was taken to found a new European Community Psychology Association as a legal entity under Belgian law.

The European Community Psychology Association, which is an international non-profit organization whose official seat is in Brussels, is the result of several years of hard work. It has a legally binding Constitution which stipulates that all members of the association compose the 'general assembly' which is required to meet at least twice a year at a suitable location in Europe and is authorized to appoint, dismiss and approve of the work and plans of the 'Executive Committee' (which manages the association's affairs and represents it), decide on applications for membership, amend the constitution, etc.

Anybody may join the European Community Psychology Association as long as s/he supports the goals and principles (objectives) of the Association, pays the required membership fee and is accepted as a member by the General Assembly.

The Constitution lists the objectives of the European Community Psychology as to promote: "awareness of education, training and research, as well as practical applications, of community psychology in the general body of psychology; critical debate of key issues in community psychology and related issues; progressive influence of community psychology on practice and policy; personal health, human development and social justice; dismantling of disabling societal barriers and psychologically damaging contexts and practices; solidarity, collaboration and mutual respect between community psychologists and marginalized, disempowered and oppressed people; and social change to nurture and sustain psychological, collective and physical well-being."

The membership fee agreed at the first general assembly is: no fee for members not in receipt of wages; 25 euro for members on low incomes and 50 euro for other members. The ECPA treasurer is Terri Mannarini (*terrimannarini@hotmail.com*) to whom requests to join the Association must be made in writing at: Dipartimento di Scienze Pedagogiche, Psicologiche e Didattiche, Università degli Studi di Lecce, via Stampacchia, 45 73100, Lecce – IT, Italy (fax 0039 0832 305819)

The General Assembly elected Jose Ornelas of Lisbon, Portugal as the first President of the Association and established sub-committees to work towards the establishment of a European Journal of Community Psychology (coordinated by David Fryer), a European postgraduate programme in community psychology (co-ordinated by Jose Ornelas) and other initiatives.

The European Community Psychology Association currently includes members from: Austria; Belgium; England; Germany; Greece; Italy; Norway; Poland; Portugal; Scotland; Spain; and Turkey as well as some from outside Europe.

The establishment of the European Community Psychology Association took place in Naples, Italy and, as a complement to this, a major seminar was organized by Caterina Arcidiacono, of the European Community Psychology Association, in collaboration between European community psychologists and the 'Fondazione Mediterraneo'. The seminar, entitled "European Community Psychology and the Mediterranean", brought together researchers from Australia, Austria, England, Germany, Italy, Malta, Portugal, Scotland, South Africa, Spain, Turkey, the USA and elsewhere for intensive discussion of issues relating to participation, healthy cities, sense of community, gender issues and planning.

School Intervention

Edited by Susana Helm and Jane Shepard

Aloha & Hello!

As some of you may know, Milton Fuentes is stepping down as co-chair of SIIG, and stepping up as secretary of the National Latino Psychological Association. Congratulations and thank you, Milton for your service, and best of luck in your new endeavor.

At the 2005 biennial the SIIG members discussed various options for serving as committee chair person, and there was consensus that by having co-chairs with staggered terms, we can promote continuity, while also bringing in new ideas and perspectives. I will begin co-chairing with Jane Shepard this month. By way of introduction, I am sharing a bit about myself and my interests in school interventions.

After nearly 16 years in Hawai'i, I have returned to the Charter Oak State. Currently, I have a small research and evaluation consulting business based in the Greater Hartford area where I am focusing on child and family well-being. In addition, I am an Adjunct Faculty member at the Central Connecticut State University, Psychology Department and the University of Connecticut, Urban and Community Studies program.

My two main areas of interest in working with schools are: 1) improving school and community factors related to the marginalization of students and their families, particularly as it relates to culture and diversity; and 2) school-community-university partnerships to improve child and family wellness, including school-oriented outcomes.

In the upcoming month, Jane and I will be planning and organizing school intervention interests group activities, and I look forward to serving the next two years.

Susana

We also want to remind you that the SIIG has a listserv and after our meeting at the biennial decided that it may be a useful place to discuss ideas and members' experiences in relation to assisting students and school staff to respond to the stresses of the wars in Iraq and Afghanistan. I hope to provide a summary of the discussion in this column in future newsletters. The email to send messages to the listserv is SCRA-SI@list.apa.org or to the list administrator, Jane Shepard (*jshepard@theconsultation.org*).

To subscribe to the listserv:

1) send an email to listserv@lists.apa.org
2) leave the subject line Blank
3) include the following in the body of the message—sub SCRA-SI Firstname Lastname

For example: sub SCRA-SI John Doe

I also want to acknowledge Milton Fuentes' contribution to the SIIG over the past two years. His energy and vision led to a renewed membership, a website page, listserv, and several presentations to the larger psychology community. Susana and I hope to build on these accomplishments in the upcoming academic year. Hope you enjoy the following article submitted to us by Ayaka Ito and Douglas Smith.

Jane

Predictors of School Satisfaction among Japanese and U.S. Youth

Ayako Ito
Ochanomizu University

Douglas C. Smith
University of Hawaii at Manoa

Correspondence concerning this article may addressed to either: 1) Ayako Ito, Associate Professor, Ochanomizu University, Faculty of Human Life and Environmental Sciences, 2-1-1 Otsuka, Bunkyo-ku, Tokyo 112-8610, Japan or via email at aya99@cc.ocha.ac.jp *or 2) Douglas C. Smith, Associate Professor, University of Hawaii at Manoa, Dept. of Counseling Education, 1776 University Avenue, Honolulu, HI 96822, USA or via email at* smithdou@hawaii.edu.

Introduction

Students' satisfaction at school is an important construct with significant implications for academic performance, motivation, and general well-being. Research suggests that school satisfaction may be associated with academic success, positive relationships with peers and teachers, and such cognitive-motivational variables as perceptions of control, self-efficacy beliefs, and sense of empowerment.

The purpose of this research was to compare and contrast school satisfaction and related variables among students in the United States and Japan. In addition to exploring cultural, gender, and age differences in school satisfaction, we were interested in exploring some of the factors most predictive of positive attitudes toward school within each cultural group.

Measures

How I Feel About School Scale (HIFASS)—The HIFASS is a 30 item scale developed by the authors and comprised of items from the California Healthy Kids Survey (CHKS; California Dept. of Education, 1998), the Perceived Control at School Scale (PCSS; Adelman et al., 1986) and additional questions designed to measure students' perceptions of school. Items required students to respond on a four point Likert-type scale ranging from *Never* to *Always*. These items were designed to measure students' sense of autonomy, support, and high expectations within the classroom, three factors thought to contribute to overall resiliency among students (Bernard, 1991).

Multidimensional Students' Life Satisfaction Scale (MSLSS; Huebner, 1994) —The MSLSS is a 40 item self-report scale designed to provide a profile of children's satisfaction within important life domains. Each item is rated according to four response options ranging from *Never* to *Almost Always*. Factor analyses support the hypothesized five-factor structure of the scale with subscale scores obtainable for Family, Friends, School, Living Environment, and Self domains.

California School Climate and Safety Survey (CSCSS; Furlong, Morrison, & Boles, 1991)—The CSCSS is a 51 item scale designed to measure students' perceptions of their school's climate, as well as perceived frequency of such negative behaviors as fighting, bullying, weapon carrying, and property destruction on the school campus. For purposes of this study, only the 24 items comprising the school climate subscale were adapted for use. These items require respondents to indicate on a four-point Likert-type scale the extent of their agreement with statements related to school safety, presence of gangs, sense of belongingness, pride, teacher and parent involvement, and other aspects of the school climate.

Participants

Participants included elementary, middle, and high school students from both public and private schools in the United States and Japan. The U.S. sample was composed of 184 males and 198 females attending school in the Honolulu, Hawaii area. There were a total of 223 elementary age students, 111 middle school students, and 48 high school students. The ethnic and socioeconomic composition of the sample reflected the demographics in Hawaii and included large numbers of Asian-American students, in addition to students of Caucasian and Pacific Islander backgrounds.

The Japanese sample included 307 males and 306 females recruited from schools in the Tokyo area. The sample was comprised of 191 elementary age students, 203 middle school students, and 221 high school students.

Results

Examination of Table 1 indicates that, for both samples, males reported less satisfaction at school than did females. In the U.S. sample, gender differences were more pronounced, particularly at the lowest satisfaction level. Interestingly, almost as many females as males expressed low levels of school satisfaction in the Japanese sample. Between groups comparisons are somewhat tenuous with regard to the data in Table 1 because the U.S. sample had a much higher percentage of elementary age students, thereby confounding age with cultural determinants of school satisfaction.

The data in Table 2 reveal some interesting age trends in students' perceptions of school. For

Table 1
Percentages of Students Reporting by Gender

United States	Low Satisfaction (1-4)	Medium Satisfaction (5-7)	High Satisfaction (8-10)
Male (N=183)	11%	40%	49%
Female (N=198)	4%	38%	58%
Japan			
Male (N=306)	14%	44%	42%
Female (N=305)	11%	41%	48%

Note: Satisfaction levels are based upon self-reported scores on the *How I Feel About School Scale.*

Table 2
Percentages of Students Reporting by Grade Level

United States	Low Satisfaction (1-4)	Medium Satisfaction (5-7)	High Satisfaction (8-10)
Elementary School (N=223)	3%	34%	63%
Middle School (N=111)	16%	46%	38%
High School (N=48)	8%	44%	48%
Japan			
Elementary School (N=190)	7%	42%	52%
Middle School (N=133)	14%	35%	52%
High School (N=290)	16%	47%	37%

Note: Satisfaction levels are based upon self-reported scores on the *How I Feel About School Scale.*

Table 3
Multiple Regression Analysis to School Satisfaction at USA and Japan

Variable	USA		Japan	
	B (SE)	ß	B (SE)	ß
Grade	-.76(.17)	-.21 ***	-.16(.13)	-.05
Life Satisfaction-Peers	.04(.06)	.03	.43(.05)	.36***
Life Satisfaction-Self	.27(.09)	.15**	.00(.06)	.00
Environment	.14(05)	.15**	.07(04)	.08
Life Satisfaction-Family	.06(.06)	.05	-.04(.05)	-.04
Autonomy Total	.23(.12)	.08	.31(.11)	.13**
Support Total	.74(.16)	.27 ***	.29(.14)	.13*
Expectation Total	.49(.50)	.05	1.25(.33)	.19***

Note: R2 D .41. p < .001.*p < .05. **p < .01. ***p < .001.

Japanese students, dissatisfaction increased in a linear fashion from elementary through high school. The U.S. pattern revealed high levels of satisfaction among elementary school students, a marked decrease in middle school, and a re-emergence in high school.

The regression analysis presented in Table 3 highlights distinctive cultural differences in predictors of school satisfaction. Most notably these are: (a) grade level and satisfaction with the self and life environment predicted school satisfaction in U.S. schools and (b) satisfaction with peers and perceived autonomy in schools mainly predicted school satisfaction among the Japanese youth.

Tables 4 and 5 provide some insight into the role of teachers, the classroom environment, and other factors related to school satisfaction. Not sur-prisingly, a positive school climate in which students feel safe, respected, nurtured, and supported was the single best predictor of school satisfaction for both Japanese and American students. Cohesive relationships with peers and family, but most importantly teachers, constituted another important factor related to school satisfaction. For U.S. students, educational strategies that emphasize high expectations and support led to increased satisfaction. While this was also true for Japanese students, opportunities to develop autonomy appeared to play a more significant role for this group. Again, this may be attributable to the specific developmental needs of the older Japanese sample.

Table 4
Correlations Among School Satisfaction and Other Variables
(Unites States Sample)

Variables	1	2	3	4	5	6	7	8	9	10	11
1. School Satisfaction ●	-										
2. Number of Schools Attended	-.15	-									
3. Achievement	.20	-.17	-								
4. Teachers	.58	-.11	.16	-							
5. Peers	.41	*-.07	.12	.38	-						
6. Family	.35	-.14	.17	.36	.30	-					
7. School Climate ● ●	.68	-.22	.24	.55	.42	.46	-				
8. Autonomy	.22	*.01	*.08	.18	*.07	.11	.24	-			
9. Support	.53	-.18	.23	.40	.24	.49	.59	.22	-		
10. Expectations	.37	-.18	.26	.29	.16	.30	.43	.14	.59	-	
11. Self-Esteem ● ● ●	.36	*-.01	*.10	.26	.28	.31	.37	.17	.36	.29	-

Note: Except where indicated, all scores are derived from the *How I feel About School Scale*
*non-significant
● Based upon the *Multi-Dimensional Student Life Satisfaction Scale*-Subscale Schools
● ● Based upon the *School Climate Survey*
● ● ● Based upon the *Multi-Dimensional Student Life Satisfaction Scale*-Subscale Self

Discussion

These data suggest some important strategies for teachers, parents, school administrators and others concerned with enhancing students' attitudes toward school. First, it is important to provide students with ample opportunities to engage in what they enjoy most about school. For students in both the United States and Japan, peer relationships were noted as the number one attraction about school. Educators would be wise to structure learning in such a way as to encourage peer interactions such as through use of cooperative learning or mentoring activities.

Second, positive relationships with teachers are crucial to students' feelings of satisfaction. In this sense, the responsibilities of teachers extend far beyond the boundaries of academic instruction. Teachers are one of the main sources of emotional support for many students. Those teachers who are able to balance high expectations with a willingness to provide frequent encouragement and support are in the best position to positively influence students' attitudes toward school.

Finally, it is important to note some of the individual differences governing students' satisfaction at school. This study, like previous ones, found that girls are generally more satisfied at

Table 5
Correlations Among School Satisfaction and Other Variables
(Japanese Sample)

Variables	1	2	3	4	5	6	7	8	9	10	11
1. School Satisfaction ●	-										
2. Number of Schools Attended	-.16	-									
3. Achievement	.11	*-.05	-								
4. Teachers	.52	-.13	.16	-							
5. Peers	.48	-.22	.18	.41	-						
6. Family	.27	*-.10	*.07	.39	.25	-					
7. School Climate ●●	.66	-.28	.12	.57	.50	.37	-				
8. Autonomy	.49	-.17	.25	.38	.47	.28	.55	-			
9. Support	.46	-.21	.22	.54	.37	.48	.65	.57	-		
10. Expectations	.46	-.14	.26	.49	.38	.37	.56	.49	.72	-	
11. Self-Esteem ●●●	.37	*-.10	.23	.27	.46	.20	.45	.50	.40	.43	-

Note: Except where indicated, all scores are derived from the *How I feel About School Scale*
*non-significant
● Based upon the *Multi-Dimensional Student Life Satisfaction Scale*-Subscale Schools
●● Based upon the *School Climate Survey*
●●● Based upon the *Multi-Dimensional Student Life Satisfaction Scale*-Subscale Self

Appendix 1
The Differences Among USA and JPN School Communities

Topics	USA	Japan
Teacher's role	subject teaching	ADJ of whole school life
Class member	depend on subjects	fixed during a year
Classroom	depend on subjects	fixed during a year except Music, Art, Science, etc.
Goal of classroom management	raising the effect of academic learning	development of whole personality (leadership, social skills)
School events	for fun	for skill up of social skills and group leadership
Help personnel in schools	many kinds of specialists (school counselor, school social worker, etc.)	only school counselor/ one day for a week only in junior high

school than are boys. A number of scholars (see Garbarino, 1999; Pollack, 1998) have commented on the fact that schools, as they are currently structured, are less tolerant of boys who are generally more active, aggressive, and hands-on in their approach to learning than are girls. In addition, since the vast majority of teachers are female, there may be an unintentional promotion of predominantly female values (e.g., passivity, agreeableness) to the detriment of those espoused by boys (e.g., independence, control). What these data suggest is that a substantial number of boys, both in Japan and the United States, are currently disenchanted with school. Educators need to consider what might be done to make school more appealing and accommodating for boys.

It was also apparent from this data that satisfaction at school generally declines from elementary to secondary levels. In Japan, this appeared as a linear progression from elementary through high school. In the United States, the decline was most apparent from elementary to middle school. In both cases, it is apparent that something happens to dampen the enthusiasm and spirit of students as they progress through school. On the one hand, it is possible that pressure to achieve increases over time, thereby increasing student anxiety. Another possibility is that the cumulative effects of school failure for low achieving students become so pronounced at the secondary level that they result in negative attitudes and perceptions. Still another is that school becomes largely irrelevant for significant numbers of students as they get older. Whatever the explanation, it is apparent that more attention needs to be paid to the needs of secondary level students if we are to improve students' attitudes toward school. Specific strategies might include expanding the range of available extracurricular activities, creating smaller and more cohesive communities of learners, and fostering the social and emotional competence of all students.

And finally, the results of the multiple regression analysis (Table 3) might be related to the fact that the U.S. school community is designed to emphasize individual achievement and accomplishment, whereas the Japanese school focuses more on good interpersonal relations and group autonomy in the classroom.

References

Adelman, H. S., Smith, D. C., Nelson, P., Taylor, L., et al. (1986). An instrument to assess students' perceived control at school. *Educational and Psychological Measurement, 46*(4), 1005-1017.

California Department of Education (1998). *The California Healthy Kids Survey.* Retrieved September 15, 2005, from *http://www.wested.org/pub/docs/chks_home.html*

Furlong, M. J., Morrison, R., & Boles, S. (1991). *California School Climate and Safety Survey*. Paper presented at the annual meeting of the California Association of School Psychologists, Los Angeles, CA.

Huebner, E. S. (1994). Preliminary development and validation of a multidimensional life satisfaction scale for children. *Psychological Assessment, 6*(2), 149-158.

Self-help/ Mutual Support

Report from the 2005 Biennial

Bret Kloos
University of South Carolina

The 2005 Biennial conference provided many opportunities for making connections and stimulating discussion about new priorities for action and research. For the first time, we coordinated the program with the National Network of Mutual Help Clearinghouses, which held their annual meeting in Champaign to coincide with SCRA. Together, we had 21 joint meetings or presentations during the conference, ranging from a demonstration of the Photo Voice methodology by Louis Brown from Wichita State University, to the articulation of a research agenda in partnership between self-help clearinghouses and self-help researchers which was led by directors the represented clearinghouses. We were encouraged that several members joined the interest group representing self-help/ mutual interest initiatives in Canada, Japan, Sweden, the U.K., and the U.S. (East Coast, Midwest, Southeast, & West Coast).

In our conversations it became clear that a reduction in meeting space for self-help is becoming a critical issue for the survival of many self-help organizations in the U.S. Fortunately this trend is not witnessed in other countries. Typically, most self-help/ mutual support groups operate with a very limited budget and rely on space provided by a host organization. Unfortunately, many U.S. host organizations are reconsidering their ability to offer this space because of legal liability concerns, which at this point do not seem to have much legal precedent.

There continues to be interest examining the linkages between research and practice, with particular interest in discussion about ethics, systems change, and promoting self-help and mutual support in an environment where "best practices" are the currency of credibility. Among the ideas generated for future projects are: a) an updated website with a catalogue of self-help related research abstracts (or articles) that people can access for using research to help acquire or maintain funding; b) local projects to enhance the awareness of self-help/ mutual support resources in communities; and c) need for better information about what increases professionals' referrals to self-help.

The interest group will not meet again in person until the 2007 Biennial conference. However, we will continue discussing these issues via the internet. If you would like to join us, please see the information about joining the listserv. Also included below is a list of web-based resources for learning more about mutual support, for technical assistance, and for promoting self-help and mutual support.

List-serve. We have created a listserv to keep members up to date about activities and opportunities. To subscribe to the list serve, send a message to listserv@LISTSERV.UTORONTO.CA saying: SUB SLFHLP-L

Websites. Like many sites on the web, there is a wide range of quality to sites that present material about self-help. Below is an incomplete list of sites and organizations that offer quality information.

- http://www.chce.research.med.va.gov/chcepdfsKyrouz%20Humphreys%20Loomis%202002.pdf
  A recently updated, relatively jargon-free review of research on the effectiveness of self-help groups for different problems that is free to download.

- http://www.bhrm.org/Guide.htm
  A review of self-help research and resources that is updated monthly.

- http://www.selfhelp.on.ca/
  Self help Resource Centre – Ontario. Provides general information about self-help groups, links to local groups and online resources.

- http://www.selfhelpnetwork.wichita.edu/
  A statewide self-help clearinghouse that also aims to facilitate grass roots community partnerships that promote and sustain social change.

- http://www.mhselfhelp.org/
  A consumer-run, national (U.S.) technical assistance center serving the mental health consumer movement that includes self-help and advocacy resources

- http://www.mentalhelp.net/selfhelp
  A keyword-searchable database of over 1,100 national (U.S.), international, model and online self-help support groups. Also lists local self-help clearinghouses worldwide, research studies, information on starting face-to-face and online groups, and a registry for persons interested in starting national or international self-help groups.

Social Policy

Jennifer Woolard
Georgetown University

During the past year the Social Policy Committee has begun a planning and organization process to examine the ways in which we can increase the social policy presence in SCRA and facilitate individual members' involvement with policy issues. We benefited from a number of new people responding to an email announcement on the listserv and a Biennial Committee meeting. From these conversations the committee identified several priorities for the upcoming year.

First, we plan to develop resources about policy-relevant training opportunities. There are several fellowship opportunities sponsored by other organizations (e.g., SPSSI, AAAS, APA) that place scientists in congressional and executive branch agencies. There may be other opportunities that we can promote among SCRA members as well.

Second, we hope to develop web-based resource materials regarding policy involvement for SCRA members who are interested in policy issues for the first time, or for more policy-active members looking for additional information. We have tasked a small group within the committee to identify existing resources and identify gaps, with the goal of developing a mini-clearinghouse for SCRA members.

Third, the committee plans to collect materials for education and training. A 2005 Biennial session on Integrating Social Policy and Education was well received and led to requests for syllabi and other course materials that could be integrated into community-related courses. In addition to collecting syllabi (watch for a call in TCP and on the listserv) we also hope to solicit ideas, activities, and assignments to be shared among colleagues.

Finally, we explored the concept of spotlighting or identifying SCRA members in policy settings. A significant number of community psychologists, by the very nature of their work, are involved in social change through policy. Every so often we hear about successful efforts to affect policy, but we hope to share these experiences, both successful and unsuccessful, more regularly with the membership to highlight the many efforts of our membership.

It has been a great year working with so many SCRA members who are committed to policy-relevant teaching, research, and social change. Preston Britner now takes over as current chair

of the committee and will move these initiatives forward and bring experience and excitement to the continued work. I thank all of you who worked with us over the past year and look forward to greater accomplishments ahead.

STUDENT ISSUES

Carrie E. Hanlin
Vanderbilt University

Mike Armstrong
Georgia State University

Mike Armstrong

New Student Representative Mike Armstrong!
Fall is a time of transition, and this is no exception for the SCRA student membership. As of August, the winner of our 2005 student representative election is officially on the job. Below he has included an introduction:

"I am 29 years old and live on the southside of Atlanta, Georgia, with my wife, Sarah, and our three dogs. I spent the last 7 years as a community organizer in the Summerhill neighborhood of Atlanta after graduating from Emory University with a B.A. in political science. During those 7 years I served as the Executive Director of a community economic development corporation that I helped form with local residents. Now, I am a second year student in the Community Psychology doctoral program at Georgia State University work-ing with both amazing students and faculty like my advisor, Dr. Rod Watts. I am hopeful for the future, despite the prevailing uneasiness of our country's political climate, and I look forward to serving as a SCRA student rep."

To contact Mike with questions, comments, or a congratulations, please email him at *marmstrong4@student.gsu.edu.*

SCRA Website Update
As you may already have heard over the listservs, we're very excited that the new website continues to develop, in function as well as fashion (be sure to check out the links – many pictures from this year's biennial have been used in the headers). One of the most important features for students is the student page and forum. We've had a few ideas of what might be useful for these areas, but want to start a conversation for more ideas and directions. Please log on to the forum and join the discussion – tell us what you want to see for students: *http://www.scra27.org/membersonly.html.*

Graduate Student Research Grant – Past and Present Awards
Our student reviewers have made their decisions, and our 2005 winner of the SCRA Special Issues Graduate Student Research Grant is Patrick Fowler from Wayne State University for his proposed research entitled, "Outcomes of Youth Who Have Aged Out of Foster Care." Patrick will receive $500 to assist him in his project.

The winner from 2004, Jordan Braciszewski, also from Wayne State University, has included a brief report on his research in this issue's student section.

We anticipate some positive changes in next year's application process, based on good feedback from inquirers this year, so please stay tuned for future opportunities to win funding for your research.

APA Annual Conference 2005

Travel Awards:
The three winners of the SCRA student travel awards worth $150 each were Lauren Lichty (Michigan State University), Katie McDonald (University of Illinois at Chicago), and Leanne Valentine (Georgia State University). These winners were selected based on their presentations, authorship, distance, and need. Congratulations to you all – we hope you enjoyed the conference.

Students of Color Interest Group: Leader Needed
Since the Students of Color Interest Group met at the Biennial in '03, plans have been in the works to survey students of color in SCRA and/or community psych programs about their experiences, challenges, successes, and resources. In addition, students were contacted through the listservs and Fall 2003 *Community Psychologist* newsletter to help devise the survey. The purpose of the survey was to gather information on how various community and clinical/community programs support and address issues related to students of color, including how departments provide resources and address the needs of students of color. Although some progress on the survey has been made and a small group of students have committed to working on this project, we have been in the process of searching for a leader for the interest group itself to drive this project, and have been unsuccessful. If any student member of SCRA is interested in taking the lead with this group, please contact Mike Armstrong by email, marmstrong4@student.gsu.edu. Responsibilities might include but are not limited to: maintaining the group; organizing the effort to gather information about our diverse student body; submitting survey results; working with the Executive Committee and/or other governing bodies to address stated needs.

We believe this group to be just as important and necessary now for SCRA as it was in 2003. We hope that there is someone in our membership with the passion and willingness to do this job.

Regional Events
The Midwestern and Southeastern regions are hosting eco-conferences this fall. These conferences are traditionally much more informal, student-based and student-run (in front of *as well as* behind the scenes) than other professional conferences, and are held often in scenic and/or secluded retreat areas. They're a great chance for community-building, support, relaxation, and a change of pace. We encourage you to find out more on the SCRA website: *http://www.scra27.org/events.html.*

Sign on to the SCRA Student Listserv!
As always, the SCRA student listserv is a forum to increase discussion and collaboration among students involved and interested in community psychology. It is also a great place to get information relevant to students, such as upcoming funding opportunities and job announcements. To subscribe to the listserv, send the following message to *listserv@lists.apa.org.*
SUBSCRIBE S-SCRA-L@lists.apa.org <first name> <last name>

Messages can be posted to the listserv at: *S-SCRA-L@lists.apa.org.* If you have any questions or need help signing on to the listserv, please contact Omar at *oguessous@comcast.net.*

WOMEN'S ISSUES

Why Community Psychology Should Be Overtly Political: A Call for a Feminist Sub-discipline

Holly Angelique
Pennsylvania State University, Capital College

Marci R. Culley
Georgia State University

Marci R. Culley

This following article is based on a presentation given by the first author at a Town Hall meeting at the 2005 Biennial Conference, *Why Community Psychology Should Be More Politically Progressive and Transparent*, organized by M. Reimer, D. Vossebrecher and K. Jeschke.

We would like to thank the editor of this column, Nicole Allen, for her helpful comments on this article. Correspondence should be sent to either Holly Angelique (hxa11@psu.edu) or Marci R. Culley (mculley@gsu.edu).

We argue that community psychology (CP) should include a strand that is overtly political. Recently, we called for a feminist sub-discipline in CP, precisely because it is a political standpoint from which to address a number of issues pertinent to the field (Angelique & Culley, 2003). In this call for expanded paradigms, we make three important points: (1) CP is not currently representative of the population- rather, it reflects positions of privilege and power; (2) A feminist sub-discipline can provide a foundation for an analysis of social power and; (3) This feminist political stance can help CP shift from primarily ameliorative efforts that are often counter to our values toward transformative social change. A psychology of social change has been a goal, at least in the U.S., since the Boston Conference in Swampscott, forty years ago (Bennett et al., 1966).

We begin by addressing the issue of under-representation in CP. Women comprise over half the population, but we found that only 3% of the publications in the *American Journal of Community Psychology* and *Journal of Community Psychology* were about women's issues and far less included any level of gender consciousness (Angelique & Culley, 2000). We identified only 89 articles from 1973 to 2000 that included any discussion of *gender consciousness*, including power asymmetries, ecological analysis, contextual considerations and a focus on women's competencies rather than deficiencies (Angelique & Culley, 2003). Of these articles, a small subset included a discussion of *intersecting identities* (race, class, gender, sexual orientation, and disabilities). As another example of under-representation, Gary Harper and Margaret Schneider identified less than 1% of CP articles lesbian, gay, bisexual and transgender (LGBT) issues, even though the estimated LGBT population is about 10%. Not surprisingly, most of these articles focused on gay men (Harper & Schneider, 2003).

This observation leads to two questions. Why is under-representation an important *political* issue for CP? And why the call for a feminist subdiscipline? We contend that CP has always been a reflection of the very cultural hegemony that it critiques, especially around issues of heterosexual, white, male power and privilege. We need an overtly political stance to expose this. Therefore, we argue that CP should be infused with an analysis of social power and feminism can provide that analysis.

One may ask why feminism provides a better foundation than other liberatory frameworks. Feminism provides an ideology of social transformation that recognizes discrimination based on gender. Women's subordination is central to other forms of oppression. For example, as noted above, we find gender discrimination within research on LGBT issues. Feminism challenges gender stereotypes and the social power inequalities that extend from those expected differences. It acknowledges that gender is socially constructed and illuminates ways that gender shapes our experiences. Moreover, it also recognizes how positionality, informed by our intersecting identities, shapes our experiences. As such, feminism goes far beyond an analysis based on gender alone. A feminist sub-discipline in CP can provide a foundation for the analysis of *power* asymmetries and challenge the status quo (both in CP and in society). And this may provide the foundation for a psychology of social change.

A feminist CP can help us to move forward from theories of amelioration to transformation. As an example, empowerment theory (Rappaport, 1987) has been a founding theory for the field and has provided the groundwork for many successful community research and community actions. However, this theory may have, in part, helped to inadvertently de-politicize the field and keep the focus on individual empowerment rather than focusing on *institutions of oppression.* While this theory includes *power* as a root, it almost never articulates or unpacks the term in its theoretical position.

This is not to claim that empowerment theory did not originally intend to address power disparities. In the era in which Julian Rappaport introduced the theory to the field, he was responding to a prevention framework that defined individuals in terms of needs and deficits. Empowerment theory began to address issues of power by calling for a reduction in the hierarchy between professionals, paraprofessionals and community members. The theory challenged us to look beyond individuals to address power disparities in the context of social environments. However, over time, the extensive appropriation of the term empowerment, along with the application of empowerment theory in work with individuals has supported a collective regression back to a focus on individual rather than a focus on power.

We need a structural analysis of *power* to address issues of social justice. This is necessarily *political*. As we reach toward interdisciplinarity, the feminist theories of Seyla Benhabib, Marilyn Frye, Nancy Harstock, Iris Young and many others may provide the framework form which to reach our goal of structural social change. Some feminist and pro-feminist work is beginning to emerge within the field. For example, Anne Mulvey (2000) recently discussed power and social change within the context of a feminist CP. Similarly, Isaac Prilleltensky's (2001; 2003) notion of psychopolitical validity (or the idea that power is always both *psychological* and *political*) requires that we attend to structural causes of oppression, and Roderick Watts' (1999) theory of socio-political development is liberatory at its core. These standpoints can help to re-politicize the field and provide a much needed paradigm shift to CP.

To briefly summarize, CP has always been a field that moves forward through its own internal structures of critique. However, its internal structures are veiled in anglocentrism, androcentrism, etc. Political transparency is needed to overcome this. To become overtly politically, we need a foundation for an analysis of social power. Feminism provides that foundation. A feminist subdiscipline can lead to theories, research and action that will be transformational (focus on changing societal structures of oppression) rather than ameliorative (helping individuals). Both *gender consciousness* and *positionality* (that is informed by race, class, gender, sexual orientation, disabilities and all of the other

social positions inscribed in our culture) are needed in order to move the field *forward* AND *back* to where it began—to some of the original goals of Swampscott—to be a psychology of transformation and social change.

References

Angelique, Holly & Culley, Marci R. (2000). Searching for feminism: An analysis of community psychology literature relevant to women's concerns. *American Journal of Community Psychology*, *28*, 793-813.

Angelique, Holly & Culley, Marci R. (2003). Feminism found: An examination of gender consciousness in community psychology. *Journal of Community Psychology*, *31*, 189-210.

Benhabib, Sandra (1992). *Situating the self: Gender, community and postmodernism in contemporary ethics*. Cambridge: Polity.

Bennett, Chester, C., Anderson, Luleen, Cooper, Saul, Hassol, Leonard, Klein, Donald C. & Rosenblum, Gershen (1966). *Community psychology: A report of the Boston conference on the education of psychologists for community mental health*. Boston: Department of Psychology. Boston University Press.

Frye, Marilyn (1983). *The politics of reality: Essays in feminist theory*. Trumansburg, NY: Crossing Press.

Harper, Gary & Schneider, Margaret (2003). Oppression and discrimination among lesbian, gay, bisexual and transgendered people and communities: A challenge for community psychology. *American Journal of Community Psychology*, *16*, 243-252.

Harstock, Nancy (1981). *Money, sex and power: An essay on domination and community*. New York: Longman.

Mulvey, Anne (2000). Stories of relative privilege: Power and social change in feminist community psychology. *American Journal of Community Psychology*, *28*, 883-912.

Prilleltensky, Isaac (2003). Understanding, overcoming and resisting oppression: Toward psychopolitical validity. *American Journal of Community Psychology*, *31*, 195-203.

Rappaport, Julian (1987). Terms of empowerment/exemplars of prevention: Toward a theory for community psychology. *American Journal of Community Psychology*, *15*, 121-144.

Watts, Roderick J. (1999). Sociopolitical development as an antidote for oppression–theory and action. *American Journal of Community Psychology*, *31*, 185-194.

Young, Iris (1990). *Justice and the politics of difference*. Princeton, NJ: Princeton University Press.

SPECIAL FEATURE

Community Psychology from Swampscott to Beyond

Edited by Joy S. Kaufman and Nadia L. Ward, Yale University

As the 40th Anniversary of the Swampscott Conference approached we thought it would be interesting to hear from various members who have been active in SCRA over the years regarding their reflections on their time in the field and where they felt community psychology would be in the future. With that in mind we reviewed the membership on the SCRA Executive committee over the years and chose about 12 individuals to invite to contribute their thoughts to this special section. In total 6 of those individuals chose to share their history with SCRA and their views of where we are and where we are going.

The first contribution in this special section is from Ira Iscoe. Ira is one of the few individuals who was at the Swampscott Conference and is still active in the Division. Ira was also the Secretary/Treasurer of SCRA (then called the Division of Community Psychology) from 1967-1969. In his piece, Ira shares with us what the climate was like in the time leading up to the Swampscott Conference, what his experience was of the conference and some of the outcomes of the conference. It felt very important for us to have Ira's experiences during that time documented as a way to help all of us remember the origins of our field.

Anne Mulvey who was Student Representative to the Division from 1976-1978 has also contributed to this section. Anne shares with us what motivated her participation to run for Student Representative and her subsequent involvement in the Division's Task Force on Women, now known as the Committee on Women. Anne also shares with us some of the experiences that shaped her early career, some of her more relevant experiences within the Division and within her career, and shares with us her vision for our field.

Our next contribution is from Rod Watts who served as Member-at-Large during the early 90's. Rod shares with us some of his experiences and reflections of the field, and his excitement of the international expansion of community psychology. He also shares his hope that U.S. based community-psychologists utilize the momentum created overseas to continue to challenge ourselves and expand our worldviews so that the field continues to evolve to meet the ever changing needs within our communities.

Brad Olson, who is the current Chair of the SCRA Membership Committee and recent Chair of the 2005 APA program also shares some of his thoughts with us. Brad presents to us six paradoxes that he believes are most likely to impact our field over the next 40 years and, in doing so, pushes each of us to think about how we will contribute to the growth and redirections that will occur over the next 40 years.

Last, but certainly not least, we asked Sawssan Ahmed, Student Representative from 2003-2005, and currently on internship, to reflect on her now 5 year tenure in the field. Sawssan invited one of her colleagues, Partick Fowler to also share his thoughts about his initial exposure to, and subsequent involvement in, Community Psychology.

Each of the contributing authors has shared their unique experiences and insights that have served to shape their careers and respective identities as community psychologists. It is our hope that their voices will motivate and inspire each of us to do the same. Many of us participated in the visioning process that occurred at the Biennial this past June. That experience marked the beginning of what we hope would be an ongoing and meaningful discourse that will shape the future direction of the field for the next 40 years. Let us take this journey together, guided by the collective wisdom of our colleagues, to move beyond the boundaries that confine us and to wholly embrace what we hold to be the true essence of our work; to be champions of social justice and undaunted in our efforts to support, empower, and uplift those we serve regardless of race and ethnicity, regardless of gender, regardless of sexual orientation, regardless of class, regardless of religious affiliation or any other socially (ill) defined construct that limits the potential of all people.

Swampscott Revisited – A Worthwhile Journey

Ira Iscoe
Ashbel Smith Professor Emeritus of Psychology
University of Texas

I eagerly accepted the invitation of the editors of *The Community Psychologist*, to look back at the Swampscott Boston conference, the significant events leading to the May 1965 meeting, and impressions about the dynamics of the meeting and the decisions arrived at. I admit that it was more difficult than I had thought to turn back some 40 years, and no doubt there are some distortions and misperceptions in my "take". "The Boston Conference: A report of the Boston Conference on the Education of Psychologists for Community Mental Health" is available on the web. It contains an enormous amount of information, and should be required reading for all Division 27 and SCRA members old and new.

One of the basic tenets of Community Psychology is that nothing takes place independently of time and space. Effective research and successful community-based projects can only be carried out with reliable knowledge of background factors. Understanding the flow of events is crucial to effective community projects and research.

Events Leading Up to the Swampscott (Boston) Conference

The 1955 National Conference of Psychology and Mental Health, held at Stanford University (Strother, 1956), recognized many changes in the mental health field were taking place, and recommended that the plans for training of the Boulder Conference on Clinical Psychology (Raimy, 1949) be further implemented. More than 80% of the Stanford conference participants were clinical psychologists, and there was substantial agreement that training should be provided in a number of approaches to behavior change in addition to psychotherapy. The conference was a milestone in the evolution of Community Psychology. Specific alternatives to psychotherapy suggested were mental health education, the use of therapeutic environments, and preventive interventions to counteract negative environmental influences.

The Stanford conference was followed by a national conference concerned with graduate education in Psychology (Roe *et al*., 1958). This conference focused on broad issues of graduate education, manpower demands, and issues regarding certification and licensing laws, as well as alternate training programs. There was great concern about how to meet the increasing demand for psychological services to the general public. Clearly, the field of Clinical Psychology was expanding and facing many problems and issues, not in the least being the problems and issues in the rise of professional Psychology schools. In essence, the increase in professional Psychology schools resulted in more of the "practice" aspects of Clinical Psychology being directed away from established university programs. The classic Ph.D. degree was challenged. There was also the realistic consideration of how to earn a living. The economics of a profession play an important part in the amount of engagements and efforts that can be expended.

The Joint Commission on Mental Health and Mental Illness was commissioned by Congress in 1955. Its purpose was to examine and recommend many needed changes, from the treatment of the severely mentally ill (mostly hospitalized) – at that time numbering some 600,000 – to a detailed examination of the general mental health of the nation. There was the growing recognition that mental health encompassed more than the treatment of the severely mentally ill. There were problems of anxiety, stress, depression, and the unavoidable problems of living. The commission produced some ten reports dealing with various aspects of mental health and mental illness. The final report and recommendations of the commission are contained in "Action for Mental Health" (Ewalt, 1960). Amongst the many recommendations was the strong urging to dramatically decrease the populations of large mental hospitals (e.g. Austin State Hospital had 3,000 patients, ranging from severely mentally ill children, to older persons who had no other place to go), and to limit residential mental health facilities to no more than 500 patients. The availability and effectiveness of psychotropic drug treatments succeeded in reducing the populations of state-supported mental hospitals and opened the possibility of transferring the bulk of care and treatment to community-based mental health centers. Parenthetically, it should be mentioned that state mental hospitals in many ways served the purpose of the county poorhouse. The release of thousands of patients to relatively unprepared community settings led to the disastrous effects of the De-Institutionalization Movement, from which many communities and the mentally ill still suffer. Experience now dictates that community support services are the essence of effective community care and treatment.

it should be mentioned that state mental hospitals in many ways served the purpose of the county poorhouse. The release of thousands of patients to relatively unprepared community settings led to the disastrous effects of the De-Institutionalization Movement, from which many communities and the mentally ill still suffer.

Of particular significance for Psychology was one of the books of the Joint Commission, entitled "Mental Health, Manpower Trends" (Albee, 1959), which pointed out that plans for staffing community mental health centers were inadequate. For example, a "catchment area" of roughly 100,000 persons would be staffed by one psychiatrist, two psychologists, and four social workers. The impossibility of effective delivery of services, let alone research, was emphasized. Albee strongly recommended new methods of dealing with mental health problems, including the training of new types of personnel, and the alleviation of some of the causes of mental illness, such as poverty the unavailability of medical care (especially for older persons), and the limited accessibility of mental health facilities. Five basic services included in-patient (hospitalization), outpatient, daycare, emergency care, and consultation. A high proportion of the clinical psychologists who could be involved did not have the skill or training to carry out some of these functions, and there were needed interactions with social workers, psychiatrists, and rehabilitation specialists, to mention only the major groups. Consultation delivered to caregivers – such as teachers, nurses, priests and ministers, and also parents – would help with the care and treatment of the mentally-ill, and act as prevention activity or at least as a harm-reduction activity. Some psychologists, myself amongst them, strongly supported consultation as an effective treatment for prevention. However, my training in crisis intervention and consultation made me recognize that effective consultation was as difficult to learn and to dispense as psychotherapy.

4th National Conference of Clinical Psychology (1965)

Almost simultaneous with the Boston conference was the 4th National Conference, on the professional preparation of clinical psychologists, held in Chicago (Hoch, Ross, & Winder, 1965). The participants noted development of new methods of doctoral

training, and the emergence of professional schools of Psychology. To quote from the report:

> Quite apart from internal pressures, developments in the community are already creating newer and bigger problems to be confronted: (A) A concern with mental health keeps demands for psychological services mounting; (B) an even greater concern for the prevention of psychological disorders has added further problems and opportunities; (C) it turns out that the newest concern in Clinical Psychology – that of 'Community Psychology' – the more effective utilization of human potential, calls for clinical psychologists to fill still newer and more unaccustomed roles, while not having resolved some of their present dilemmas. (p. 42)

Leaving office or clinic-based practices, and moving into community settings, was a daunting task indeed. The increasing production of Ph.D.-level psychologists from professional schools helped meet this need and, in retrospect, a minority of newly-minted psychologists sought employment in the community mental health movement.

The Community Mental Health Facilities Act of 1963, acting on many of the recommendations of "Action for Mental Health," laid the groundwork for the drastic decreases in the hospitalized mentally ill. From the financial point of view, there was a shift from state-supported care and treatment to community-based mental health centers subsidized mainly by federal funds. In retrospect, it was clear that communities were just not ready to treat the discharged patients from state-run mental hospitals and private facilities. A high proportion of the clinical psychologists involved did not have the skill or training to carry out some of these functions, and there were much needed interactions with social workers, psychiatrists, and rehabilitation workers, to mention only the major groups. The area of consultation delivered to caregivers would help with the care and treatment of the mentally ill, and act as a preventive activity, or at least a harm-reduction activity. Some conference participants, myself amongst them, strongly supported consultation as an effective treatment intervention. Then as now, the problem is the availability of well-trained consultants, able to deal size up situations and offer direction for more effective coping.

The Turbulent 1960's

The 60's can be characterized as a period of misperceptions and confrontations between the older and younger populations. These were exciting and difficult times—the election of the first Catholic president, and his subsequent assassination, the dissatisfaction and problems of higher education including students on strike, Haight-Ashbury, the use of thought-enhancing drugs, changes in sexual mores, all had their effects in the emergence of a "Hippie culture". The Vietnamese war, the widening gap between the rich and the poor, the relative absence of social justice all contributed. Via television, the American public witnessed the onslaught of peaceful demonstrators at Selma, Alabama. Neighborhood race riots, and demands for equality and restitution, were frequent. Psychology graduate students showed their involvement via an organization called "Psychology for Social Action", a movement whose purpose was to involve Psychology in the treatment and amelioration of socially undesirable situations. Calls for equality and social justice were loud and, in some cases, effective. Two highly significant activities for Community Psychology also took place in the 60's . The voting rights bill was signed by President Johnson, culminating the years of struggle by African Americans to gain unrestricted passage to the polls. Medicare was also beginning in 1965, allowing for persons at least 65 years of age to receive various degrees of medical services without charge. This certainly helped to lower the older populations in state hospitals. Psychological services, at the beginning of Medicare, were not well reimbursed, if at all.

Psychology graduate students showed their involvement via an organization called "Psychology for Social Action", a movement whose purpose was to involve Psychology in the treatment and amelioration of socially undesirable situations.

The Boston Conference (1965)

The above constitute some of the more important social policy events leading to the Boston conference, which took place in a pleasant seaside town (Swampscott) north of Boston. The conference was beautifully planned. Pre-conference materials helped the participants get down to business in a hurry. Parenthetically the seafood was excellent, and after-conference activities, such as the poker games, convinced me of the skill of my fellow psychologists. I didn't make a dime. There were some 35 participants, plus six members of the conference committee, and of this total there was one female and no ethnic minorities. This certainly was not by design, but somewhat typical of the demographics in Clinical Psychology at that time. Among the 35 participants were five psychologists from the training branches of the National Institute of Mental Health (NIMH). Their interest and background information greatly facilitated the conference. The participants were divided into three groups; I chose the one dealing with training. How were psychologists to be trained in the area of mental health? What training programs could be worked out within the confines of Clinical Psychology programs and meet American Psychological Association accreditation standards? Most of the participants (me included) were traditionally trained in the scientist/practitioner model for Clinical Psychology formulated at the Boulder conference. The prevailing approach at that time was one of psychodynamics, with a distinct psychoanalytic influence in our training and coursework. In conversations and interactions, I was happy to note that most of the participants (me included) were engaged in a variety of activities, in which I must confess most of us received little or no training. At the time of the conference, I was also the President of the Human Opportunities Corporation of Austin, Texas, dedicated to dealing with community and ethnic minority issues, of which there were many. I was "elected" because neither the Mexican Americans nor the African Americans trusted each other, and I as the "white boy" had to keep things running. At the same time, I was a pro-bono consultant to the Austin State School for the Mentally Retarded on how to better classify the students, and to organize Junior League volunteers to administer abbreviated intelligence tests, so as to help better classify the some 2400 residents (ages 4 – 17). Parenthetically, about half of the students should not have been placed in the State School at all. There were many abandoned, brutalized orphan students amongst the genuinely retarded. I was encouraged to learn that consulting with caregivers, participating in activities in school systems, advising state and legislative systems on a wide range of policy decisions, and even administering and evaluating new projects and activities in the mental health field were quite common to the conference participants. They recognized the need for Psychology to leave the laboratories of departments and engage in problems on different turfs.

For myself, and for I'm quite sure the great majority of participants, there was a recognition of the need for a distinct shift away from "psychic primacy", in which individuals or groups achieved self-determination and

fulfillment, to a position of person-environment interaction. Kurt Lewin's formula of "Behavior is a function of person and environment", or B=*f*(P,E), served as a model for some of us. Changing environments could result in changed behavior on the part of the individuals or groups. The problems of involving communities, evaluating the effectiveness of interventions, and training researchers, were topics the conference had to address. Most of us recognized the need for interdisciplinary training and worried at the same how to maintain a Clinical Psychology balance. It became apparent that what was being asked of clinical psychologists could not be met by existing training programs. For example, what type of internships could be offered that would involve community mental health activities, some quite removed from Clinical Psychology? What research possibilities existed, and how would they be supported? The training branch participants pointed out those very effective programs independent of Clinical Psychology were a possibility. This brought about the conception of free-standing Community Psychology programs. At this point we were using the term "Community Psychology" in quite a different perspective than "Clinical Psychology". Community Psychology could be independent from community mental health, and Clinical Psychology would be but one aspect of community mental health. This model had great attraction, but there arose the discussion of what a community psychologist would do for a living. The Dictionary of Occupation Titles, even to this day, does not list Community Psychology as a distinct discipline. There were discussions of programs which would involve community-clinical, clinical-community, or social change models. It was agreed that there was a wide-open field subject to expansion based on many factors.

A highlight of the conference was three evening presentations that furnished much information and were of enormous help in gaining a wider perspective of the needs of community mental health programs. Robert Reiff spoke about the development of mental health education and research for low-income groups. He pointed out that the development of Psychiatry and Clinical Psychology, while gaining increasing acceptance on the part of middle and upper classes, contributed very little to the mental health of the laboring classes. Here again was the old distinction of preferential treatment of the "haves" versus the "have-nots". Reiff's presentation is highly germane for the delivery of mental health services even today. It pointed to the need for different training for psychologists who were to be involved in community activities. A rereading of his presentation is a worthwhile exercise in the training of community psychologists.

Louis Cohen, dealing with the question of research, pointed out the advantages and disadvantages of research carried on in the traditional Psychology mode, as opposed to the epidemiological mode favored by public health personnel. For myself, the presentation by Glidewell on perspectives in community health was enormously important in helping to understand the tremendous complexities of community activities. Glidewell's sophisticated approach to community involvement stands out as a landmark. His nomination of four dimensions of social organization for community mental health (i.e., emotional acceptance, social power, perceived competence, and vulnerability) served to acquaint some of us with the enormous complexities of carrying out activities in community settings. The mental health disciplines of Psychiatry, Clinical Psychology, and Social Work, all recognized that the great majority of mental health problems were essentially problems of living, and were amenable to treatment within a community context. Lou Cohen, urging epidemiological research, was quite convincing, but I wondered how well this approach would fit with the orientations of my own, highly research-oriented department. One approach involved the psychological laboratory; the other involved the wider community.

The three separate presentations served to expand our knowledge of community interactions, and also served as a caveat to the participants about venturing off into a field strewn with potholes, trying to preserve its own identity, and under social pressures to expand its efforts.

Outcomes of the Conference

The final report on the Boston conference contains a series of recommendations approved by the participants. An analysis of the recommendations makes it clear that Community Psychology had a long way to go, but was certainly worth the investment. The decision about not breaking into a separate discipline was a good one for that time, as was the decision not to seek accreditation of Community Psychology programs. The decision to be separate from the medical model was timely. The most immediate need expressed at the end of the Conference was to gain recognition as an interest group within the American Psychological Association (APA).

An organizing committee submitted a petition to APA, and the Division of Community Psychology (Division 27) officially emerged in 1966, with Robert Reiff as its first president, and James Kelly as the second. Donald Klein served as the organization's third president, and I served as the fourth in 1970. A new division is in need of funds to recruit and to communicate with the membership. By dint of "creative financing", the generosity of the Department of Psychology of the University of Texas, plus contributions from the Hogg Foundation for Mental Health and other sources, allowed for the publication of a newsletter and much-needed secretarial services. I have some copies of the newsletter and it is constructed to note the problems and issues of that time. Some of them are germane to the present.

It is generally acknowledged that on the way to Logan airport after the Conference, there was clear agreement about the need for another conference. This resulted in the Austin conference of 1975 (Iscoe, Bloom, & Spielberger, 1977). The conference has served as a watershed of progress in Community Psychology. The title "Community Psychology in Transition" in many ways expressed the various directions of the evolving field of Community Psychology, the enormous expansion of Community Psychology training programs, the increasing involvement of ethnic minorities, and problems and issues that confronted the field. The recent, well-attended 40th anniversary in 2005 celebration is staunch testimony to the growth of Community Psychology and its contributions. It faces many challenges and fortunately has the leadership and energy for further growth and influence.

References

Albee, G. (1959). *Mental Health, Manpower Trends*. New York: Basic Books.

Ewalt, J. (1960). *Action for Mental Health*. New York: Basic Books.

Hoch, L., Ross, A., & Winder, C. L. (1965). *Professional preparation of clinical psychologists*.

Washington, D. C.: American Psychological Association.

Iscoe, I., Bloom, B. L., & Spielberger, C. D. (1977). (Eds.). *Community psychology in transition*. Washington, D. C.: Hemisphere.

Raimy, V. C. (1949). (Ed.). *Training in clinical psychology*. New York: Prentice-Hall.

Roe, A., Gustad, J. W., Moore, B. V., Ross, S., & Skodak, M. (1958). (Eds.). *Graduate education in psychology*

(Miami Conference). Washington, D. C.: American Psychological Association.

Strother, C. R. (1956). *Psychology and Mental Health* (Stanford Conference). Washington, D. C.: American Psychological Association.

Creating False Sides or Whole Communities: The Role of Ideology in Community Psychology

Anne Mulvey
University of Massachusetts Lowell

For more information, contact Anne Mulvey, Department of Psychology, University of Massachusetts, 870 Broadway Street, Lowell, MA 01954 or anne_mulvey@uml.edu.

Commitment to social change benefiting oppressed, marginalized or denigrated individuals and groups, desire for intellectual and emotional growth, and desire to belong to safe, fair and friendly communities drew me to community psychology. Creating and sustaining communities based on principles of distributive justice and personal well-being continue to be at the center of my visions for the field, my work and myself. Examining the roles of ideology and power in dialectically related structural (e.g., class stratification) and psychological (e.g., internalized privilege) forms are needed to move toward these visions. I had become a feminist activist before entering the field because I believed that the women's movement offered ways to embody my beliefs in community. The same visions brought me to community psychology and have kept me here even though I continue to grapple with personal and political dilemmas.

In 1975 as a second year doctoral student, I attended the Austin Training Conference and was disappointed that feminist perspectives were not considered. When I discussed my concerns with Barbara Dohrenwend, my mentor, she encouraged me to run for the position of student representative to the Division of Community Psychology (27) of the American Psychological Association as a way to my values and views. In the role of student representative from 1976-1978, I met other students interested in women's issues and feminism. We did a content analysis of literature in community psychology journals and found little inclusion of women's issues or feminism, ending with a recommendation that a task force on women be established in Division 27 (Blair, D'Ercole Mamo, O'Connor, Green & Mulvey, 1978). While serving as student rep, I presented the paper on behalf of our group and the ad hoc Task Force on Women was created, later becoming the Committee on Women.

During this time, I chose the role of ideology in community psychology as a doctoral comprehensive topic since I still wanted to know why women as a marginalized group and gender as an analytical category were not being considered more by the professional organization or the field of community psychology.[1.] I reviewed the pre-history and the early history of the field documenting and reflecting on ideological foundations. Verbatim excerpts from the unpublished comp paper are interspersed with new writing, with the old writing italicized.

Ideology was not of central or general concern when the field was founded even though much of the literature asserted that the field had shared values or that *community psychologists are working for the same, always positive, human goals*. A lot of literature critiqued clinical models and a number of the field's founders explicitly considered the influence of ideology including George Albee, Robert Rieff, William Ryan and Seymour Sarason. Sarason (1972) discussed the affects that pre-history had on new settings, noting that they are "not obvious in the same way that categories of thought are not obvious: they are the unquestioned, even unverbalized, aspects of thinking that ensure that the new will have some of the features of the old" (p. 34).

I concluded that the same concept could be used to represent *polar opposites when looked at more closely* and that the field must consider ideological implications in relation to specific issues, groups and communities or *we would have new and impressive methods and jargon* that were *"old wine in new bottles,"* the phrase that Robert Rieff (1975) used to challenge the field to consider ideological issues. Much of the discussion about values was associated with critiques of clinical models and, later, of the limits of the community mental health movement for broad social and community change. *The need for alternatives is voiced repeatedly, though there is little self-conscious-searching or utilization of alternative strategies*. At the same time, *there are conflicting ideological tendencies reflecting divergent psychological traditions as well as differences among individuals within the field…[that] affect both the choice of community and issue considered and the solutions offered by community psychology. … Community psychology defines itself as reacting to the clinical tradition but there is a difference between superficial goals and values and alternative methods and strategies* capable of building *new settings*.

George Albee and Robert Rieff consistently examined ideological and political values and their implications for progressive social change. Both advocated serious scrutiny of choice and definition of social problems, level of analysis, models, methods and motives. From their work in particular, I discovered that the growth, intervention strategies and methods of professional psychology in the US evolved in relation to World War I and World War II. According to Rieff, the profession reflected and had been financially supported by "activities in the two major wars" (1970, p. 36). Discussing the impact of World War II, George Albee (1970) concluded:

> If 25 years ago, enormously increased amounts of federal support for training in psychology intervention had been funneled through the public school system (or the welfare system) rather than through psychiatric facilities, the present nature of clinical would have been altogether different. (p. 1071)

Rieff (1971) challenged the utility of the scientist-professional adopted in 1949 at the Boulder Conference since it would only work during times of social consensus.

In 1979 shortly after completing doctoral work, I wrote a detailed comparison of community psychology and feminism trying to sort out why the theories, methods and practices that most interested me and were compatible with community psychology were not being considered in the field. I did a draft in one day, but I didn't finish it until much later after much encouragement from a group I was in, the Feminist Research Support Group. Here's why it took so long: it was theoretical not empirical and theoretical papers I'd seen published were by leaders of the field; it was of marginal interest to the field; it was critical of the field; and, probably most important, I was afraid my work wasn't good enough. That paper was far more positively received than any other I have written. By trusting myself enough to articulate my vision and, much later, taking the risk of giving it public voice, I found many others who were doing feminist community psychology, discovering and creating the community I wanted in the process.

Much of what I wrote in my comps and incorporated in the vision paper in the late 1970s is relevant today. Then and now, the way that we frame and conceptualize ideological assumptions has profound implications for our work.

> Ideological concepts are discussed outside of real or particular concepts. Thus, community psychology as a discipline does not take a position on most pressing real world issues, even though this contradicts the fundamental value base of the discipline. Identifying global values without taking stands on particular problems allows us to have it both ways…. [W]e risk inadvertently condoning or perpetuating oppressive systems like sexism and racism. (Mulvey, 1988, p. 80-81)

In contrast to the post-war period when clinical

professional psychology emerged and today's context of regressive US domestic and foreign political and religious agendas, community psychology emerged during social and political upheaval protesting domestic and foreign policies. Mainstream institutions and social policies were challenged by grassroots social activism associated with the civil rights and Black Power movements, the women's movement, student movements and opposition to the U.S. war in Viet Nam. Relationships between domestic racism and global colonialism were examined, as were relationships between the personal and political in order to challenge and mend false splits or sides destructive of our shared humanity and global community. As I wrote in 1988, Robert Rieff warned us that it would only be in times of dissension and risk that we would be able to know whether community psychology is anything more than a new-opportunities movement. That time is now.

Biennial Conferences and Some Recent Experiences

The biennial conferences on Community Research and Action were initiated in 1987 around the time that the Division of Community Psychology of the American Psychological Association (APA) changed to the Society for Community Research and Action (SCRA). Structural changes were made so that the US based organization would be semi-autonomous from the APA in order to increase the participation and equity of individuals and groups from a variety of countries and to encourage interdisciplinary content and participation. While the biennial conferences have done this, some of my experiences at recent conferences have renewed early my concerns about the role of ideology in the field and the direction of the SCRA as an organization.

At the 7th biennial conference at Yale in 1999, there was more programming by and about gay, lesbian, bi-sexual and transgendered peoples than there had been at previous meetings. Unfortunately, I was confronted with the pain of more than one gay man who described being rejected by many communities, including some associated with our profession and community training programs. Intellectually, I already knew this. For some time, the Committee on Women had been aware of the invisibility of GLBT people and the lack of interest in GLBT issues in SCRA. As a lesbian, I had found other APA divisions to be more inclusive of GLBT people and issues (e.g., The Society for the Psychological Study of Social Issues [Div, 9] and the Society for the Psychology of Women [Div. 35]).

What I was not prepared for at the 7th Biennial in 1999 at Yale, however, were visceral experiences of sadness and pain like those that I had had entering the field as a straight feminist when I saw contradictions between espoused values and actual practices. My new experiences were strong as I heard about the shock and disappointment of students and other new conference participants as they described their realization that the organization and community did not appear to care about who they were, about how they felt, or about the substantive topics on which they wanted to work. They were keenly aware of contradictions between values espoused in the literature—empowerment, social justice, valuing of diversity and psychological sense of community—and the homophobia they experienced on personal, academic, professional, political and spiritual levels.

I believe that my feelings represented empathy and my own longing for a psychological sense of community. I was also the oldest person in the room (and probably the longest SCRA member) and felt I should do something to make SCRA safe and welcoming. But I was tired from years of trying to do that for myself and others and felt a sense of powerless responsibility, a concept that has been used to describe dilemmas experienced by women as mothers in capitalist patriarchal systems.

Later, I talked to two graduate students who had traveled from other countries to attend their first biennial conference. The first person became teary as he described the pain he experiences being ostracized by many in his family and community due to homophobia in his culture and church. The other young man told me that he considers it a privilege to come out, regardless of the audience, because it allows others to experience their humanity. While I was moved by his courage and his choice, I immediately thought of Matthew Shepard who was murdered because he was gay and of another young man I had read about on my way to New Haven who had been attacked by fellow students who cut "HOMO" across his back. The assailants were boys attending a progressive alternative high school in Massachusetts.

Dilemmas and contradictions were exacerbated when I presented a paper, "Convent girls, feminism and community psychology" as part of a symposium about the role of spirituality in community psychology (Mulvey, Gridley & Gawith, 1999). Written with Heather Gridley from Australia and Libby Gawith from New Zealand, we criticized hierarchical, colonial and patriarchal structures and practices of the Catholic Church and attributed our embracing of feminism and community psychology to progressive ideological values and experiences of belonging and spirituality associated with our early experiences as Catholics in different national contexts. While the papers in the session were interesting and some converged with ours in terms of core values, there was little explicit analysis of how religious institutional structures and policies privileged some while excluding or demonizing others. I had just heard about the consequences of homophobia associated with some of the same religions from conference participants. I hungered for a more critical analysis.

The 9th biennial conference held in New Mexico was marked by ongoing efforts on by a minority of conference participants to have a statement opposing the US war in Iraq read publicly and, when that failed, to circulate copies of the statement at a poster session, also not permitted. In a letter to colleagues at the University of Waikato in New Zealand/Aotearoa who had asked to have their statement read to explain why they chose not to attend the conference, Heather Gridley (2003) interpreted her observations as follows:

> I think it's fair to say that the discussions were more about process than "the war" itself …it was hard to tell if that was because most people had a shared position in opposition of the war … or whether the degree of stuckness around these concerns was masking a more defensive response to the criticism of US policy itself; or whether it was a case of "I can criticize my own dysfunctional family, but I have to close ranks if some outsider is criticizing my family." (p. 53-54)

I heard a number of different reasons given to explain why there was no time and why it would be inappropriate to have a public reading of the anti-war statement and why it would be inappropriate for SCRA as an organization to take a position against the war, or any social policy position at all. Until that biennial, my experiences of not having my values or personal or family life acknowledged or affirmed by the field revolved largely around my experiences and identity as a woman, a feminist and a lesbian. I may have minimized feelings of disconnection or false splits within our community because they were directly related to me rather than other marginalized groups or the community as whole. Now I was realizing and experiencing disconnections between espoused values and actual practices of the field that were much wider and deeper than I had ever realized.

From Swampscott, 1965, to Massachusetts, 2005: So Close and So Far

Today, in all Catholic churches and many Protestant churches in the Common-wealth of

Massachusetts, priests and ministers circulated petitions in support of a referendum to initiate a popular vote to end same sex civil marriage. In the short time that same sex marriage has been legal, I have heard and read many hateful religion-based reasons to exclude same sex families from legal rights, recognition and protection. I have also had people in women's studies and community psychology point out to me that marriage is a total institution as they question why members of the gay community would want to participate, sometimes without even mentioning that the right to choose and civil rights, protections and benefit were compelling reasons. In over 25 years since I was introduced to Goffman's concept of total institution, I do not remember hearing parallel questions about why heterosexuals would choose to marry nor have I heard anyone suggest that those who have the legal right to marry forego participation in the total institution of marriage until rights are extended to all community members. The importance of public affirmation and support for all community members and ways that inclusion of all members humanizes an institution and transforms exclusionary practices have not been discussed much in formal coverage or in informal conversations.

My mentor Barbara Dohrenwend and many kindred spirits before and since encouraged me to trust myself and to tell my stories even when it was difficult or no one seemed to be listening. From John Martin, a close friend in school and the first openly gay man I knew, I learned that a carefree and confident public face may mask pain and longing for family and community. I learned from students who came out in classes I taught that I could, too. From two of my students from Indonesia—one a Muslim, one a Catholic, both feminists—I learned that identities are complex and that shared values are at the heart of community. From friend and colleague Khanh Dinh, I have heard another side of the story of the US war in Viet Nam and her story has changed mine.

My vision for our field is one that values and encourages our newest and most vulnerable members. It is a vision that is critical enough and compassionate enough to reflect and encourage distributive justice and personal well-being. As we celebrate 40 years since Swampscott across multiple changed and charged political contexts, I hope that we will engage in public conversations about how our values, our social locations and the work that we do individually and organizationally encourages or discourages false sides and encourages or discourages safe, fair and friendly communities in which all of us may be held and whole.

References

Albee, G. (1970). The uncertain future of clinical psychology. *American Psychologist, 25,* 1071-1081.

Blair, R., D'Ercole Mamo, A., O'Connor, P. A., Green, B.C., & Mulvey, A. (1978, August). The representation of women in community psychology. Paper presented at the American Psychological Association Annual Meetings, Toronto, Canada.

Gridley, H. (2003, Fall). A letter to colleagues at University of Waikato, Aotearoa/New Zealand. *The community* psychologist, 36 (4), 53-54.

Mulvey, A. (1988). Community psychology and feminism: Tensions and commonalities. *Journal of Community Psychology, 16,* 70-83.

Mulvey, A., Gridley, H., & Gawith, L (1999, June). Convent girls, feminism and community psychology. In B. Kloos (Chair). Paper presented in *Conceptualizing Spirituality for Community Psychology: Resources, pathways, and Perspectives.* Symposium at the 7th Biennial Conference on Community Research and Action, Yale University, New Haven, CT.

Rieff, R. (1971). Community psychology and public policy. In G. Rosenblum (Ed.), *Issues in community psychology and preventive mental health*. NY: Behavioral Publications.

Rieff, R. (1975). Of cabbage and kings. *American Journal of Community Psychology, 3,* 187-196.

Rieff, R. (1970). The need for a body of knowledge in community psychology. In I. Iscoe & C. Spielberger (Eds.), *Community psychology: Perspectives in training and research.* NY: Appleton-Century Crofts.

Sarason, S.B. (1972). The creation of settings and the future societies. San Francisco, CA: Jossey Bass.

Notes

1. Another topic that I chose was the history of the psychology of women which was lengthy, rich, and repeatedly covered and uncovered.

Good News, Bad News in Community Psychology

Roderick J. Watts
Georgia State University

Reality aside, I always see community psychology's history as a handful of guys who looked out of their office windows during the social movements of the 1960's and asked themselves how they could make psychology more relevant to social justice and to the creation of communities that promote human well-being. Although I studied community psychology because I resonated with both of those ideas, and certainly to the movements that inspired community psychology, as an African American man I have always seen myself in a very different historical, political and cultural place from that of the Founding Fathers. I see much good in the field's core ideas and values, while at the same time those ideas have never felt grounded in the historical experience of African Americans. But why pick on Community Psychology? These feelings of alienation have been a recurring theme in my experience since elementary school.

As I see it, community psychology continues to mirror the generation that created the transformative social justice work in the 1960's. Just as the ranks of those who practice the high ideals of the sixties are less visible these days, ideas that remain in the mainstream of community psychology have been reworked to reflect the technical terminology of the academy and those who fund it. At the risk of offending some of my friends, I wonder why we keep old terms like "coping" rather than expanding them with new concepts that acknowledge action against oppression—such as "resistance"? Why do we see it as a good idea to think of our children as analogous to rubber balls that can be thrown to the ground and still bounce back because they are "resilient"? Is that the right image? Maybe we should find out why they are being thrown down repeatedly. Just like the stereotypical radical who "sells-out" and joins The Establishment, we see turning down the volume on our jargon as a mark of maturity and scientific thinking. It is also a pragmatic shift that is more likely to lead to institutional rewards and a successful career. I say this without cynicism or self righteousness—I want a nice car, pricey vacations and a house too! I know that not just any salary will take me there. My point is that much of community psychology has settled into a classic U.S. liberal-to-progressive ideological stance, captured so well in most community psychology texts. Yet it could be much worse—the current conservative political climate makes the average

community psychologist look positively leftist. So as the political landscape has shifted to the right, in relative terms community psychologists have actually held their ground. So all of this qualifies as Good News.

The Bad News is that holding one's position in a world that is changing and needs further thoughtful change is not a sign of growth and movement. The arithmetic for calculating membership is complicated given the APA+SCRA computations that must be done, but my eyes tell me that overall membership is not a steadily rising number. Nor is the proportion of members of color. Mid-career SCRA members of color like me do not seem quite as engaged and visible these days. A colleague of mind keeps prodding me to revise the book on diversity I edited with Trickett and Birman (Trickett, Watts, & Birman, 1994) because he laments, no one else in the field has seen fit to follow our lead with another book-length treatment on the topic from a decidedly community psychology perspective in the ten years since its publication. The Good News is that it is still in print.

My other gripe with the field is that it has yet to produce a cogent tradition of action and practice that puts social justice and liberation at the center of our work, rather than as just another term in the index (see "empowerment"). This despite some very visible efforts by senior members of the community psychology family. The domination of traditional U.S. academic thinking in the field is part of the problem in my view, and one that may leave community psychologists looking a great deal like sociologists—academics whose main tool for social change is research with some occasional demonstration projects on the side. A case in point for the academic worldview: I was asked to write this in APA format. Is this becoming a journal too? I guess I still have a bit of rebellion left in my bones.

I want to end this essay with Good News because there is some more. There is one thing I am very, very excited about, which explains why I so frequently qualified my critique of community psychology with the word "U.S.", is the growth and steady assertiveness of *international* community psychology and similar perspectives with other names. We have the first (annual?) international conference on community psychology coming up at the University of Puerto Rico next June! Please support it—I will be there. There is also an annual liberation psychology conference that has been hosted by a different country each year (except for the U.S.). We have a new community psychology text by Prilleltensky loaded with international material. In fact, nearly all my Bad News reports have a corresponding Good News report from outside of the U.S. The perspectives of community psychology seem to be growing worldwide and their ideas about action research, community collaboration, and society are a breath of fresh air. If U.S. community psychology decides to join the rest of the world rather than try to run it, we will have all the Good News we can handle.

Reference

Trickett, E. J., Watts, R. J., & Birman, D. (Eds.). (1994). *Human diversity: Perspectives on people in context*. San Francisco, CA: Jossey-Bass Publishers.

Six Paradoxes Post Swampscott: Struggles for the Next Four Decades

Brad Olson
DePaul University

The Community Field has been struggling with paradoxes ever since the Swampscott conference forty years ago. It might even be said that the field has emerged from a need to address certain paradoxes. It is moreover likely that the field's next forty years will be defined by a need to resolve specific paradoxes and certainly its future shape will depend on how those paradoxes are resolved.

The Community Field's contextualist perspective represents the paradox that any set of possibilities can be true given a certain set of circumstances. The term *community psychology* (a term replaced here by Community Field to be inclusive of other disciplines) is itself a paradox in that it simultaneously incorporates different levels of abstraction in the macro of *community* and the individualism of *psychology* within a single, all-encompassing term. The notion of *prevention* too, a fundamental component of the Community Field, exudes paradoxical qualities as it is an intervention that occurs before the problem ever comes into existence. Even that spirit of the field that simultaneously infuses youthful idealism with the wisdom of age is a paradox.

Many of our attempts to categorize the field have defined it in relation to its distinctiveness from other disciplines, particularly within psychology.

Some of these paradoxes, and others, are best resolved by being untangled, others are most easily settled through the acceptance of a golden mean, and yet others are just meant to be examined through contemplative thought. It is the aim here to at least label and begin to struggle with six of the more consequential paradoxes that are likely to impact our discipline within the next forty years.

Paradox 1: The Search for a Coherent Identity and a Tolerance for Complexity. One of the paradoxes to be resolved reflects our field's incessant search for a coherent identity while we simultaneously embrace the world's randomness, openness, chaos, and change. Our attempts to boil-down the self-definition—to grasp on to the meaning—of *Community* and the community discipline, in its most tangible and reified forms, began partly at the Swampscott conference and has since become one of the community field's most defining features.

Many of our attempts to categorize the field have defined it in relation to its distinctiveness from other disciplines, particularly within psychology. This contrastive approach has become considerably more difficult over time as other disciplines and divisions have incorporated so many of Community's basic tools, fully integrating them into their own areas (e.g., prevention, seeking participant's input on the research process).

While finding a singular coherent operational definition of the field becomes progressively more difficult, there is a simultaneous trend in the field to defy such isolated and static definitions, and a certain inclination to embrace a more free-floating, complex worldview. We resist specifying the field's core or pinpointing our identity beyond innovation itself. We pride ourselves in the field's strong tolerance for complexity, and desire to loosen rigidities associated with traditional areas of psychology.

There is also a firm reality to the field's diversity—diversity of all types, issues, methods, cultures. Only a person observing the field from outside would perceive its methodologies, values, and content areas as homogeneous, simple, tightly packed, and uniform. The more intimately we know the field, the more complex the science becomes. Despite the medley of issues within the Community Field, it has its unifying themes, and at least its implicit and collective self-definition, even if one such theme signifies a tolerance for some degree of messiness. We remain distinct from traditional psychology in

our flexibility and diversity. Within the loose confines of science, separate entities—new conclusions, new discoveries, new methodologies, come together forming a union brought out of the randomness. Exactly as chaos theory suggests, perpetually changing entities achieve a strong state of stability as patterns form within patterns.

As humans, there is little we can do to reduce our need for a sense of completion. And it is best that we form family-like structures, emphasizing commonalities and communion, drive differences that create interest and yet find emerging attributes that hold the group together as one. The allowance of a little chaos provides us with the opportunity to continually keep on the cutting edge, to stimulate more and more original ideas so when we *give psychology away* we perpetually have more and more ideas to give. Our willingness to struggle with paradoxes does not hurt in this respect either because they ensure a never-ending source of creativity. It is partly from the messiness that good things come—it is from odd connections, incidental epiphanies, and new innovations that set fire under the pots of ideas, keeping them constantly babbling, bubbling, and hot.

Our scientific and intuitive tools may not always possess the ability to change communities and/or we may occasionally lose the competence to use them.

* * *

We know to be cautious in interpreting these paradoxes and beginning community actions when the complexities have not been fully understood. Our scientific and intuitive tools may not always possess the ability to change communities and/or we may occasionally lose the competence to use them. In the stop-motion claymation movie, *Nightmare Before Christmas*, Jack Skellington, the leader of HalloweenTown and protagonist of the story, decides to run Christmas one year rather than Halloween, his traditional holiday. In part of Jack's preparation for the new task, he attempts to scientifically deconstruct the meaning of Christmas (its secular form), but with frustrating and negligible results. Each one of Jack's failed experiments points to a fundamental flaw in attempting to empirically understand the spirit of Christmas, and the same may at least be partially true for experiments of community life.

I associate these ideas with *Nightmare Before Christmas* partly because my youngest nephew, Cam, is intellectually disabled, and his favorite pastime is watching *Nightmare Before Christmas*. He and his two brothers and sister (in addition to my wife's mother) are all visiting us on the three-day weekend of this writing. Cam watches the DVD over and over, usually restarting it from the beginning after the first 15 minutes. As the DVD plays, my nephew turns up the volume to its heights and back down again, and the television has reminded me of Jack's errors scene after scene, song after song, for over two days now. One lesson for us in the film, one that we know, is not to play antiquated anthropologists replacing community stakeholders in a rush of overconfidence. Another is that we should not engage in mad laboratory (or fieldwork) experiments trying to capture the essence of communities in an Erlenmeyer flask.

Some of the scenes include HalloweenTown creatures, like elves, preparing for Christmas. I come upon these scenes twice or three times during the day, and they provide lessons about our field's wish to *give psychology away*. I watch the HalloweenTown creatures create—to give away—mostly morbid and oftentimes dangerous Christmas presents to the children (who will eventually become terrified upon opening the gifts). The creatures do not design these gifts out of animosity. They are what the creatures view as the most special, rewarding, and beneficial surprises. We certainly must—the lesson suggests—be considerably more careful in the Community Field to protect against our own unintentionally dangerous gifts of the psychology we possess.

I am not really this pessimistic about the Community Field. In reality, that which the field shares with communities does far more good than bad. However, we know that even "best practices" do not guarantee any benefit outside of particular localities, and they certainly do not protect against the poor implementation of any one program.

Compared to other members of the HalloweenTown bunch, Jack had, at least momentarily, a far better intuitive sense of the secular Christmas. In one scene, he realizes his explanation of Christmas at a town hall meeting has failed, and that everyone's conceptions had gone awry with misunderstandings. Rather than work harder at convincing the HalloweenTown creatures, Jack gets caught up with everyone else's excitement and succumbs to his own pleasures and misled assumptions. Again, I still believe there is much inherent value in *giving psychology away*, although there is something to be said about heeding the events that led up to Jack's ill-fated, Icarus-like flight on Santa's sleigh.

* * *

Paradox 2: The Selfless Act of Giving Psychology Away and the Desire for Some Recognition of (and Credit for) the Community Field. Giving psychology away, a collectively selfless act, seems somehow inconsistent with the desire in the field to achieve its already well-deserved recognition. The field is worthy of a more prominent place among the scientific disciplines. How do we expect to receive recognition, adulation, and fame when we freely disseminate our resources and boast about how they do not require any specialized, professional skill? Whatever the answer is we know that the creation of change is not about adulation or fame. We have no desire to keep our resources to ourselves, protect them, boast about our prized resources, or pretend that we alone have the ability to use them. If it means sacrificing the core of our discipline, we would rather forego recognition. It is after all, a bit oversold. With or without recognition, we have achieved our goals and passed on good lessons to community members as well as other disciplines. The resolution of the paradox may be found in how the Community Field has survived so well over the last forty years. Taoist thought for instance suggests that the process of giving, due to nature, leads to the most getting back. At least part of the answer may be found in that the authentic act of giving, in order to promote health and social justice, is exactly what is likely to be most generative to communities and to the discipline as a whole.

* * *

Paradox 3: Collective Tendencies toward Self-Criticism and the Desire for the Field's Growth. Connected but distinctly different from the prior paradox is the underlying tendency in the field related to being highly sensitive and critical of itself, yet simultaneously seeking growth in SCRA and the expansion of membership, which is likely to come about through promotion. While the tendency to be extraordinarily critical and highly vigilant to our own areas is not likely to scare away new students and colleagues, it does not always put us in the right frame of mind to promote our discipline to others.

I do not want to be misinterpreted as being too critical of our discipline. Our inclination to be critical, to challenge ourselves—our language and our behavior—when we are falling short of our ideals, is one of the field's greatest assets. Yet some, generally students and newer members, may hold excessively idealistic views and therefore be struck not just by the criticism but the failures themselves. It is important for

us to keep them part of the division, and to get across the reasons for these failures and the need to be critical. We should point out that our ideals are extraordinarily high and demonstrate our faith that these ideals can eventually be reached to an impressive extent.

Moreover, while we dig for more authentic meaning, we must also think strategically about spreading community approaches to students and colleagues who show interest. Many are not yet involved with the Community Field or SCRA, many already demonstrate values consistent with the discipline, and yet only know the name of the field. These are the individuals who if they only knew about Community's existence would want to be a part of it, and the only obstacle to their contribution is having not yet been exposed to it.

It is likely we all run into these people on a daily basis and sense the very same characteristics in them that first attracted us to the field. We were likely all brought in by a moment of insight, whether it came from something someone said, bits and pieces of conversation that were overheard, or books that were read. Because we have become a part of this field, there is a certain responsibility we possess to point out the field's advantages to others while simultaneously being honest about its challenges. In fact, some may actually find the challenges more enticing than the advantages—they are equally likely to find it refreshing when they hear us call ourselves on our own fallibilities.

Paradox 4: The Desire for a more Effective Form of Service-Learning and an Emphasis on Non-Hierarchical Collaboration. The fourth paradox involves a singular emphasis on better training students in the Community Field and a simultaneous effort to compress hierarchical relationships, which are often found in teacher-student relationships. As a primary focus of the whole field, these relationships, and the whole mentoring process, should become more collaborative.

There is a historical emphasis on service-learning demonstrated in the Swampscott report, which might be considered the Constitution of the field. The focus on students and the mentoring process is so pervasive that the report may have been as accurately entitled The Manifesto on Alternative Methods of Mentoring Students. This form of mentoring was a wholly new style of psychology that would seek to lead, in a broader sense, to more utopian communities. While the Community Field will continue to focus on service-learning, these next decades will also struggle with overcoming the unidirectional approach to education that characterizes so many teacher-student relationships. These unidirectional trends may never be truly overcome. Imbalances in some types of knowledge will always exist between mentor and student, and perhaps necessarily. *Teachers* inherently possess certain forms of crystallized knowledge in research and practice and the goal of much education is to have that information passed on to the *student*. This unidirectional approach is nevertheless in many ways inconsistent with the field's emphasis on collaboration and its foundational opposition to hierarchies.

Fortunately many practices and attitudes can make the teacher-student dynamic more of a lateral, collaborative process. For instance, a greater focus of the educational process could be on modeling community action rather than simple lecturing and discussion, and that modeling can be done both by the teacher and the student to produce reciprocal learning benefits. Therefore, while a unidirectional bias in the flow of information will always occur to some extent, modeling—partly because it involves getting one's hands dirty, and makes it more difficult to merely direct and provide oversight—can make for a more egalitarian learning process.

A second approach to reducing hierarchical structures within service-learning is for educators to share knowledge within more empowerment evaluation frameworks. In an "empowerment education" model as this might be called, the educator would collaborate with the student to improve the student's ability to collaborate with other community members (and perhaps most importantly, to collaborate with their own future students).

Third, condescending implications of one person teaching another can be reduced by teachers having the goal of educating themselves first through the students and then focusing on teaching the students as a by-product of this process. This is about little more than educators redefining their role to encourage their own humility and their ability to empathize with everyone in the relationship. If everyone has the open mind to not just give information, but to equally receive it, there would be an increased tendency for more social lateral and dynamic exchanges.

Our Community Field should be proud of service-learning and the collaboration it has emphasized. Yet we must also live by these methods and practice them within our own academic circles. While there will always be bureaucracies and other obstacles to collaboration, our successful resolution of this paradox over the next four decades will be imperative to the fields perceived (and actual) authenticity.

Paradox 5: The Need for Coherence (Again) and the Three "I's" of ISCRA. That need for coherent identity in Paradox 1 manifests itself in a slightly different paradox here, but different enough to address independently. It is the paradox between the need to cognitively define the community field and the inclusive approach to opening the field up to the three "I's"—the Interdisciplinary, International, and Intergenerational components of SCRA. There is little doubt over the next four decades that we will move from SCRA to ISCRA (with the three components represented by a single I).

As any entity branches out, it requires stronger bonds in order to remain a single entity. Sometimes these bonds are formed through simple ideas, similar values, and like-minded strategies. Yet for societies and disciplines to truly represent the I's, one of them must truly let down their defense mechanisms and invite in other disciplines. This may be the most central role for the Community Field over the next 40 years. It may also be its fate geographically by holding together international diversity to a greater extent than the separation and misunderstandings that have kept us apart. The spreading out and embracing of a little chaos will bring similar—sometimes small, sometimes large—creative innovations. These relatively simple commonalities can hold together broader, more spread out intellectual and social communities. Little will be more exciting than watching the spreading shape of the discipline as it changes in the coming years.

* * *

Paradox 6: The Critical Community Field and the Need for a Strengths-Based Perspective. Somewhat related to Paradox 2 is a paradox between the field's emphasis on strengths-based approaches originating in Swampscott and the more reactionary approaches of the Critical Community Field whose philosophy stemmed from the Newport conference. The Critical Community Field, which I identify with quite a bit, emphasizes a need to critically address oppressive powers in the world. The distinction between the fields is between strictly focusing on the "good" within communities and the recognition of certain evils associated with power and injustice. Perhaps the best resolution is to not just take a two-pronged approach, but to focus on the two being part of one and the same process. We must wholly focus on humanistic, strengths-based strategies, using our research and science, to address oppression. Swampscott, and therefore the whole Community Field, is a product of the 1960's and we should respect and utilize

traditions of this and other time periods by developing more organizationally consistent and targeted strengths-based methods of promoting health and increasing social justice.

Should the Community Field create a revolution over the next 40 years, which it likely will, this revolution will not manifest itself in the traditional sense. It will not be to overtake other disciplines or to somehow clamor for the social and economic power that is antithetical to our field. The revolution will be of a Gandhian sort, working to influence other disciplines and policies so that others more critically question their own thinking, and analyze their organizations and communities more thoroughly. The revolution will occur through ethical means, consisting of more scientifically-based community actions. The union of a Critical Community approach and a strengths-based perspective is most clearly found in an advocacy approach that argues against ever using techniques to change an oppressive force that one would not want used against their own community. The maintenance of an ethical approach will bring about the most community change and a generally greater balance of good in the world.

* * *

While none of the paradoxes were fully resolved, that was not the intention here, but rather to simply point out some of those seemingly contradictory challenges that we are likely to encounter over the next 40 years. The resolution of paradoxes, the attempt to understand these cognitive complexities, is a worthy task for all of us but they also may never really need to be fully understood. Thinking about them nevertheless can sometimes help us understand our next steps, focus our attentions, and provide some hints at potential innovations. Yet it is sometimes the smallest random connections that will be most important to us individually, if not collectively.

This morning I woke up to my nephew Cam watching Jack Skellington on the screen again. Cam noticed me waking up on the couch and he looked over to his older brother waking up from the floor. This specific television set was brought to our house by my mother-in-law, the one who also likes *Goosebumps* books. Her son, who lives in Iowa, is hearing impaired and the television is still set to a default where the subtitles consistently appear on the bottom-half of the screen. Cam took note of these words, smiling at me while pointing at them. Jack was singing a song as the lyrics popped on the glass tube. My other nephew took Cam's cue and started to read from the TV and then began to sing the lyrics to his brother. Cam then pointed even more vigorously at the words trying to get me to join in as well, and I began to sing too. As we sang with Jack, Cam began to scream with pleasure due to the silliness of it all. Random groupings from two different families helped to bring about this novel little sing-along with *the Nightmare Before Christmas*. Pretty quickly the event was interrupted by Cam who backed up the DVD to the start again. That was okay, it was no great scientific discovery, but we enjoyed it all for the moment. Scientifically and action-wise, I thought this might have something else to tell us about the opportunities for the field in the next 40 years, but then I decided I would go back to sleep and think about it at a later time. Another four decades leaves plenty of time for contemplation.

Stumbling onto community: A community psychology student reflects on her way out

Sawssan R. Ahmed
Wayne State University

By this point in time (my last days as a graduate student), I've had all the requisite training, from the first community psychology class to my clinical practica in the community. However, as I reflect on the field, I realize that most of my knowledge of community psychology and its principles was gained through chance experiences. Despite the field's current solid grounding, I envision a future for community psychology that returns to its roots of discovery inspired by ordinary marvels in the community. Instead of only exploring how our theories and methods can help us understand a group or alleviate a social problem, the field can gain from a continuing process of self-reflection that includes a reevaluation of the commitments made during Swampscott as well as a fresh perspective gained by returning to the community free of established theories and methods.

However, as I reflect on the field, I realize that most of my knowledge of community psychology and its principles was gained through chance experiences.

For the past five years, I have lived in an area of the Midwest that boasts the largest concentration of Arabs outside of the Arab world. Although I did not expect that living in this community would inform my community psychology education and training, it ultimately did. I came to know the peace of mind that results from having a strong sense of community, especially in a time when that community is under great scrutiny. I learned how to take comfort in the invisibility that comes from phenotypically blending in. I also experienced the frustration community members felt when dealing with city officials who always chose to clean and remodel other areas of town while ignoring "their side" of the city. I realized there is a big difference between interacting with a community from the outside in order to research them and being a member of a community and then deciding to conduct research from within. Living, working in, and ultimately conducting research in this community allowed me to become educated and enlightened about community principles in a manner that I could not have accomplished solely from my education in the classroom.

As our field has matured, I have also noticed that there has been a certain frustration with the lack of recognition and visibility accorded to community psychology within mainstream psychology. I am less concerned with whether every psychology student knows what community psychology is and with what "SCRA's response" should be to every newsworthy event. While the field's policy-focused work is more important now more than ever, I am not sure that this and other work has to always be advertised under the banner of community psychology. I feel it is more important that we insure our tools are being implemented rather than spending time worrying about whether the tools are attributed to community psychology. I feel that community psychology should be proud that many of its tools have now become part of other disciplines. I see the field as consisting of professionals from different disciplines who share a common set of values but do not necessarily have to have "community psychologist" as their sole or main identity in order to make a contribution. Our greatest strength as a field is our reflective nature and ability to evaluate whether we are fulfilling the values set forth 40 years ago at Swampscott. These include a commitment to serving communities and the people who reside within them by engaging in constant reevaluation of our field's progress and maintaining a fresh perspective by continuing to work with the communities that inspired the field's creation.

Student Reflection on Community Psychology and its Future

Patrick J. Fowler
Wayne State University

I see community psychology as a means to an end, rather than an end in itself. The means include a dynamic and vital network of people and ideas. The end essentially refers to the ability to help marginalized populations. Help comes in a wide variety of activities and areas, with a particular goal of promoting systematic change to better the lives of the disenfranchised. In the following, I reflect on my personal introduction to community psychology, as well as how I see my future in the field. I hope to convey my vision of community psychology through these reflections.

My entrance into community psychology, similar to many others, occurred through a side door. I had not met a community psychologist until after I applied to graduate programs in the field. Instead, I learned about community psychology in my Developmental Psychopathology class as an undergraduate in 1998. My professor John Grych, a clinical psychologist, taught the class to see problems in context of the environment, as well respect the complex transactions between individual and environmental variables as they pertain to adaptive and maladaptive development. In addition, Professor Grych emphasized the application of this understanding to the treatment of problems, especially systematic interventions that occurred before symptoms developed. Professor Grych mentioned that an active branch of psychology called community psychology emphasized this ideal of action. We read works by Emory Cowen, Julian Rappaport, Seymour Sarason, and James Kelly. Professor Grych asserted that community psychology had made a profound impact on psychology, but more research was needed.

At that point, I was sold. I wanted to be a community psychologist to help make change among marginalized populations. When I started graduate school, I knew little about the field. First, I was unaware of the spectrum of issues and populations with which community psychology worked. For example, I had no idea that community psychologists, such as Ken Maton and Jennifer Woolard, worked on social policy, an area in which I have become deeply interested. Second, I did not know about the devolution of community psychology. For instance, I assumed that only community psychologists worked on school prevention issues, and I was unaware that a separate field of prevention science existed.

As I learn of community psychology's history and present applications, I become more interested in the field. My excitement grows as I am introduced to different ways community psychologists perform action research. However, I sometimes worry about the future of the field. I wonder what my role will be as a community psychologist. Will community psychology exist in 20 years? Will it be possible to work with other community psychologists, or will I always be the sole community psychologist in the room? Will I have to choose another field in which to work in the future?

I am comforted by the thought that underlying community psychology lies the devotion to act. The principles upheld by community psychology reduce to this basic concept. That is, community psychology has espoused a number of theories, such as the ecological perspective, the emphasis on strengths, and the need for prevention, in its 40 plus years. However, we use these theories to inform the development of interventions, be it through school interventions, self-help, social policy, political advocacy, etc. The theory is a means to an end. Community psychologists at their core, believe that action is needed to help the marginalized.

I believe that this spirit will carry on into the distant future and will continue to draw like-minded people to the field. Membership may wax and wane, but the underlying spirit of action will keep community psychology alive. This is my vision for the future of community psychology.

SPECIAL FEATURE

Creating a Vision for the Future of Community Psychology

Compiled and edited by Tom Wolff and Jessica Snell-Johns

Introduction and Opening Remarks from the Biennial Visioning Process

A. Overview

B. Draft Vision Statement

Wolff, T., Berkowitz, B., & Snell-Johns, J. (2005). The Future of Community Psychology: A Guiding Vision for Our Field.

C. Opening Remarks from the Biennial Visioning Process

Wolff, T. (2005). Creating a Vision for the Future of Community Psychology

Iscoe, I. (2005). Brief Summary of Ira Iscoe's Opening Remarks.

Tseng, V. (2005). The Times They Are A-Changin'.

Francescato, D. (2005). Areas in Need of Our Attention: Political Psychology, Virtual Communities, and the Feminization of the Field

D. Ideas from the Field: Quotes from Pre-Visioning Listserv Submissions

At the recent Biennial a series of inspiring sessions were held in order to begin creating a vision for Community Psychology's future. What follows is a summary of some of the remarks at the introduction and conclusion of the Biennial and reports from the "Vision to Action" Work Groups. We lead with the draft vision statement that has emerged from the Biennial. We invite your comments on the draft (tom@tomwolff.com or SCRA-L@LISTS.APA.ORG) before we submit it to the SCRA Executive Committee for adoption. Thank you.

The Future of Community Psychology: A Guiding Vision for Our Field

Tom Wolff, Bill Berkowitz, and Jessica Snell-Johns

Many changes have occurred in the world since community psychology was founded forty years ago. Our global communities are facing expanding inequities and disparities in financial resources, power, and decision making; climate changes and threatening environmental challenges; new forms of terrorism and ongoing violence and war; the depletion of cheap energy

sources such as gas and oil; and continuing racism and intolerance. In light of these changes it is critical that community psychology re-examine its vision to ensure that our ways of organizing and strategies guide us in addressing the issues having the strongest impact on the residents of our planet. Our vision will be informed by our previous work, our current mission, our goals and our principles (http://www.scra27.org/about.html). We remain devoted to advancing theory, research, and social action.

At the same time, we need more focus. We need to reach consensus about where to center our energies and the content of the work to be guided by our principles. Furthermore, while our mission, goals, and principles serve as a foundation, we want to consider our mission and goals in the context of recent, global developments and changing membership and communities. With this in mind, a participatory community visioning process was held at the 10th SCRA Biennial conference in June 2005. The process involved six different sessions focusing on creating a vision for the field and on moving from vision to action. A consensus statement expressing a guiding vision emerged from that three-day process involving over 150 participants. This vision builds on the roots of our past, on recent successes and challenges, and on our deep commitment to address the evolving needs of our interconnected world.

The community psychology of the future will be guided by four key qualities: global in nature; use of multi-sectoral, interdisciplinary partnerships and approaches; a focus on creating policies informed by community psychology and social justice values; and research and action that promote social justice. Each of these priority areas are described in more detail below.

Global in Nature
Community psychology will become increasingly global in nature. In this era of rapid globalization, local communities are increasingly affected by global forces, and community psychology must respond to these developments to effectively help communities cope with such changes. Our vision is for an international field of inquiry and action that respects cultural differences, seeks out and incorporates contributions from all corners of the world, and is not dominated by any one nation or group.

Use of Multi-Sectoral, Interdisciplinary Partnerships and Approaches
A community psychology approach, by definition, must be an approach informed by multiple perspectives. Thus, the future of community psychology will require partnerships with other disciplines. These partnerships will incorporate the strengths of other fields. In academia this approach is often labeled interdisciplinary, in communities it is often called multi-sectoral. Whatever the label, this approach will manifest itself in all aspects of our work. We will partner with others while maintaining our own unique identity.

Influencing Policies Based Upon Community Psychology and Social Justice Values
Community psychology will become more engaged in the formation and institutionalization of policy. These policies will be based upon the values that are at the core of our discipline and will incorporate psychological principles. Involvement with policy is consistent with community psychology's ecological perspective on community which recognizes the importance of macrosystem factors, such as policy, on communities. National, regional, and international associations of community psychologists will develop the capacity to take policy stands as a group and as individuals. The field of community psychology will help prepare groups to act as advocates in policy arenas. In addition, the field will encourage and prepare individual community psychologists to be active advocates in the promotion of social policies that promote social justice. Community psychology associations will organize and encourage such action.

Research and Action that Promote Social Justice
Community psychology will become a field of research and action that makes a significant difference on issues of social change by promoting social justice. Social justice is defined as conditions that promote equitable distribution of resources, equal opportunity for all, non exploitation, prevention of violence, and active citizenry. The field will explicitly state its commitment to social changes that promotes social justice, and will see that commitment manifest in the various aspects of the field's work.

This overall vision of community psychology, when adopted, will be communicated to the current membership and disseminated to students, colleagues, and community members at large. It will also be circulated to international community psychology groups in hopes of their adoption and appropriate modification. The leadership will develop a specific, strategic action plan to accompany this vision that will include a process for benchmarking and monitoring the field's progress towards these visionary goals. We will work to keep this vision in front of us so it can guide us as we move forward.

Community Psychology must be a growing, vibrant, powerful field of research, theory, action, practice, and policy that makes a measurable difference in the lives of people around the world by promoting social justice, equality, citizen participation, and grassroots engagement. In order to do that, the field must embrace all its members – both academic and practice-based – and promote itself so that the field and its accomplishments are known to policy makers, funders, students, and community members everywhere. As we move toward manifesting this vision, we will see the full potential of the field of community psychology emerge.

Creating a Vision for the Future of Community Psychology

Tom Wolff
Tom Wolff & Associates

I have spent many years developing healthy communities; helping communities improve their quality of life. Through my work I have learned that if the community cannot *envision* its future and *plan* for this future, then it cannot get there. So when I first heard about the Biennial and the focus on 40 years post Swampscott, I wondered about the vision for the future of Community Psychology. Do we have one? What is it? Who created it?

My first answer was that community psychologists are a smart, independent, sassy group, so we most likely have as many visions as we have members. Actually we most likely have even more than that, since so many of us are hyperactive and have many visions. In fact there are sub groups of community psychologists who have some agreed upon visions and goals that they work towards. But as a field, I don't know that we have an updated, agreed upon vision. And when we understand that the field is now global, we know that creating a common vision is even more challenging.

As we move toward manifesting this vision, we will see the full potential of the field of community psychology emerge.

What guides our field? What are our mutual visions? What steps do we take to reach our vision? Do we act as nations, regions, or as a global field? If the status is that we don't have a vision,then I think we are in trouble. For without a vision, where are we going? Many believe that Swampscott was a moment in history when a group gathered and produced a process and a document that created a vision

for this field, at least in the U.S. So I asked myself whether it was possible for us to do that again now. I shared my questions on the list serve and sent it to various sub groups. I received a terrific response. Many community psychologists are enthusiastic about the need for a common vision and are willing to engage in a process to get there. A group of 17 community psychologists emerged from the listserv discussion and helped design a visioning process.

We want to create a bold, daring vision that we can hold for 10, 20, 30, 40 years.

At the Biennial this wonderful planning group of community psychologists from around the world helped facilitate a visioning and planning process for the field that we have designed with the hope and belief that it can lead to real change. The goals of this ongoing visioning process are to create a process that:

- Will lead the field of Community Psychology into the next 40 years.
- Is inclusive of the voices of all members and stakeholders.
- Is based on the past and present accomplishments of the field and the emerging needs of the people of this Earth.
- Encourages people to think big and that supports creativity
- Results in active, effective steps that are concise, useful and can and will guide the field.

As a field, we have more power than we are often willing to acknowledge. Many individual community psychologists hold positions, create organizations, etc. that move mountains. This work may not be part of what they publish, but it is where they act. As a field we will have much more capacity to create change if we harness this energy and power for mutually agreed upon changes. Those of you who have been part of successful coalitions know this.

We want to create a bold, daring vision that we can hold for 10, 20, 30, 40 years. A daring vision of community psychology for: academic programs, for practice, for public policy, for the international community, for social change and equity, and most of all, a daring vision of Community Psychology to benefit all our communities. With this in mind, here is what we did at the Biennial:

We began with an introductory panel that set the stage. The panel included views from an original Swampscott participant (Ira Iscoe), from an international perspective (Donata Francescato), and from our newest generation (Vivian Tseng). We then ran two sessions that followed each other, one on Creating a Vision, and one on moving us from Vision to Action. In the Visioning session (actually this session was repeated twice), we dreamed and prioritize together using an exercise around writing a newspaper story in ten years about community psychology's progress and changes. We posted those visions in the halls so that all could participate. In the second session, Vision to Action, (also repeated twice) we started to translate these visions into concrete action plans. We summarized our findings, our priorities, formed follow up groups, chose designated champions and posted our conclusions.

We know that energetic discussions at a Biennial may be fun but will not necessarily create a vision for a field or actions to make that happen. So we asked participants to identify next steps by drawing on previous successes at creating change and on what they know works. We designed a process that will facilitate follow through. We are committed to giving this vision legs to walk into the future. With the support of the SCRA Executive Committee we have created an ongoing Visioning Task Force. And we will push for action groups to emerge from our Vision to Action sessions.

Our demographics as community psychologists are changing; but I think that, then as now, we are drawn together as individuals aspiring to create a more socially just world.

We could not have gotten this far without great support from Cliff O'Donnell, Nicole Allen, Mark Aber, Paul Toro, and the SCRA Executive Committee. Many thanks to them.

A plan without a vision is drudgery
A vision with out a plan is fantasy
But a vision with a plan can change the world
- Old Proverb

Brief Summary of Ira Iscoe's Opening Remarks

Professor Emeritus
University of Texas at Austin

Ira Iscoe served to bring past history up to the present concerns. As a veteran of Swampscott, he held up to the audience of some 500 persons a copy of the Swampscott Report, pointing out some of the conditions that led up to the conference. He remarked, "Where there is no vision, the people perish". Iscoe pointed out that then, as now, there were many forces that dictated a community, rather than an office-based approach to Community Psychology. He briefly mentioned the Civil Rights Act of 1965, the deinstitutionalization of mental hospitals, and the Community Health Centers Act of 1963. His six minute delivery laid the groundwork for a productive first Vision session, which was helpful in further Vision sessions.

The Times They Are A-Changin'

Vivian Tseng
WT Grant Foundation

At the Biennial Conference, Ira Iscoe reminded us that times have changed since the Swampscott Conference, and so has the demography of community psychologists. There were no people of color and only one White woman at the 1965 Swampscott Conference. Today, about 20% of SCRA members are people of color and 30% are women. About 7% identified as lesbian, gay, bisexual or transgendered in a 1999 presidential survey. Our demographics as community psychologists are changing; but I think that, then as now, we are drawn together as individuals aspiring to create a more socially just world.

Our society is changing. In the U.S., we are witnessing the largest numbers of immigrants in history. Today, 1 in 5 children in the U.S. are children of immigrants; and their numbers are growing 7 times faster than for children of U.S.-born parents. Unlike prior waves of immigration, 80% of immigrants are from Asia, Latin America, and the Caribbean. Latinos are the fastest growing panethnic group in the U.S. In the U.S., Australia, and Western Europe, we are witnessing increased anti-immigrant and xenophobic sentiments and policies, imbued with racial undertones. White flight from "inner-city" neighborhoods and economic restructuring have contributed to resegregation of U.S.-born and immigrant families of color in areas of concentrated urban poverty.

Our social justice movements also are changing. The first decade of Community Psychology occurred during the Vietnam War and a burgeoning peace movement. Today, we are in

the midst of another war and another swell in the peace movement. As I've partici-pated in this movement, I have seen both changes and continuity with the past. I have worked along side those involved with Movements born out of past decades, organized around nationalism, redress and reparations, human rights, labor unions, and peace. I have also witnessed inspiring changes. New alliances were forged in the aftermath of September 11, amidst increased hate crimes, threats to civil liberties, and the U.S. military invasion of Afghanistan and Iraq. Immediately after September 11, Japanese Americans who had fought for redress and reparations for those interned in World War II reached out and formed alliances with the American Muslim community: they had seen what wartime hysteria and racism cost those characterized as the "enemy," and they did not wish to see it happen again. They held candlelight vigils; they broke the Fast of Ramadan together; they organized and educated their communities about threats to civil liberties for Arab, Muslim, and South Asian Americans after 9/11; and Japanese Americans accompanied their Arab and South Asian compatriots in visits to the Immigration and Naturalization Service when INS issued a "Special Registration" process (see www.ncrr-la.org). At rallies, protests, and press conferences, Arab American organizations stood alongside Latino, Asian, and African American immigrant and civil rights groups; and mosques, churches, synagogues, and temples forged interfaith alliances. The Internet and access to international news media also has created greater connections between peace, justice, and sovereignty movements around the globe. These are the new foundations for social justice movements as we continue to struggle against unbridled Capitalism, militarism, and persistent inequality in race, class, sexuality, and disability.

How do we want to be part of building and sustaining movements for social justice?

These changes provide a context for envisioning the next 40 years of Community Psychology. How do we want to be part of building and sustaining movements for social justice? As we envision the possibilities for change in our world, I suspect we will be faced with confronting changes in ourselves and in our field. How will we and our field need to change to adapt to our new diversity in SCRA, in our society, and in the world? How will we confront our own power and privilege as a field dominated by individuals and cultures that are U.S., White, male, and straight? I hope that we will move beyond discussions of inclusion (e.g., including more people of color in leadership positions, graduate programs, etc.) that do not necessarily challenge the status quo, toward discussions of power and transformation: How do our formal and informal practices, organizational structures, and social networks and processes reflect and reproduce power relationships? How do we sort through our own biases, fear, anger, and guilt? How do we transform our field to be a more just space? And how do we join with others in transforming our society and world?

The last meeting I attended at Biennial was the Women's Committee meeting. At that meeting, as in all the other Biennials I've attended, I heard women discuss being silenced at the Conference. At this Biennial, as in all the others, I had hallway discussions about the lack of serious attention to ethnicity and race. I am also reminded of homophobia, heterosexism, and U.S.-centrism. And so these challenges remain, but the times they are a-changin' and I hope that we will be part of that change.

References

Dylan, B. (1964). *The Times They Are A-Changin'*. Columbia Records.

Shields, M.K., & Behrman, R.E. (2004). Children of immigrant families: Analysis and recommendations. *The Future of Children: Children of Immigrant Families*, 14(2), 4-15.

Solarz, A. (2000). SCRA Presidential Address: Who Are We?: A Little Look at Ourselves. *The Community Psychologist*.

Suarez-Orozco, C., & Suarez-Orozco, M. (1995). *Transformations*. Stanford, CA: Stanford University Press.

U.S. Census (2001). *Profile of the foreign-born population in the United States: 2000* (Current Population Reports, Special Studies). Washington, DC: U.S. Census Bureau.

Areas in Need of Our Attention: Political Psychology, Virtual Communities, and the Feminization of the Field

Donata Francescato
University of Rome, Italy

Donata Francescato, a prominent European community psychologist, delivered opening remarks that argued that the vision for community psychology needs to be revisited as exemplified by three areas that are challenging community psychology¾ political psychology, our role in virtual communities, and the feminization of the field.

Bringing More Political Psychology into Community Psychology

We need to bring more political psychology into community psychology and cross-fertilize the two fields. Community psychologists need to study the influence of a global culture, dominated by commercial mass media, in promoting moral disengagement and individualistic values and behaviours. This is especially crucial in a historical period when the world faces many complex economical, environmental, and cultural challenges in work, educational, and family settings that require collective, collaborative problem solving, and stronger sense of community. Italian community psychologists feel it is crucial to underline the historical link between the process of valorisation of individual freedom and collective struggles, which have given many Europeans more social rights, including wide access to health care, education, and unemployment protection. Such rights are denied to many poor Americans, who are left to fight on their own in a society that blames failure and celebrates success as mainly individual endeavours

The concept of empowerment should have a socio-political side and redirect attention to socio-economical resources and power unequally available in different networks and communities. Empowerment makes choices that were "unthinkable" become "imaginable" through new narratives. However, narratives are not enough. Changes can become "feasible" by creating socio-economical conditions that foster individual and collective empowerment. In the last decades, for instance, the women and gay movements have empowered women and gay people by both providing new positive narratives and fighting against legal, economical, and cultural discriminations that make new conceivable life projects too difficult to achieve.

Empowerment processes for community psychologists should strongly emphasize that we have to pay attention to both psychological and socio-political aspects. It is necessary to promote: (1) self-efficacy and psychological awareness of power dynamics in one's settings; (2) participatory competence in personal networks (bonding social capital); and (3) active participation in civic and political organisations or movements (bridging social capital) to gain more access. There is the need to change the legal, economical, and cultural conditions in order to diminish the environmental hurdles, which make it hard for people (even if they have

high achievement needs, high competence and resilience) to reach their goals. To achieve these aims, community psychologists need to incorporate the concepts and tools developed by political science and political psychology and bond with these and other groups to achieve political changes.

Increased Role with Virtual Communities
Community psychologists need to take a more active role in working with virtual communities of practice, using the Internet to bridge social capital among people who cannot meet face to face. The growing role of virtual communities (VC) shows the increasing desire for empathic, highly social and low demanding relationships. Moreover, VC offer people many op-portunities to participate across territorial boundaries. The global movements, for instance, make extensive use of the Internet to communicate, aggregate people and, consequently shape new collective identities. Online communities can, therefore, become real political agora for new issues. Beside the social and the political dimensions, virtual communities could be great resources in the field of education and work organizations.

The Feminization of Psychology: Asset or Liability?
Is the feminization of psychology as asset or a liability for community psychology? In Italy, in the fifties, two thirds of the psychologists were men. Now the situation is reversed, and in most psychology graduate and undergraduate programs, we have 70% or more female students. Most female students are particularly interested in clinical and developmental psychology and not very involved in community psychology. Community psychology unites clinical psychology's traditional concern with the welfare of the individual with an interest in the legislative and political processes that create the conditions in which individuals live. Perhaps the same cultural heritage that pulls women toward the "caring professions" is the same narrative that pushes them toward the "privatization" of social problems and thus, the implications of the feminization of psychology for community psychology, which may vary across cultures, needs to be examined.

Ideas from the Field

Prior to the Biennial, we asked community psychologists to share their thoughts on visions for the field on the web. Here are some of the rich responses that we received:

"I would like to see far greater attention paid to key decision makers, the members of the elite, the top military strategists and powers that be, and others who make decisions that affect the globe. We spend a great deal of time studying "down" among the vulnerable, and wonder why things don't change, while the decision makers are hidden from view, obscuring their lives, ideas, politics, values, and decisions. Make the implicit more explicit, and draw out the implications and ramifications of those decisions so that the majority of us can understand what we are losing and why."
- Robert Gregory, New Zealand

"The field will maintain its vigilance in critically examining its own flaws, again and again, continuing to be the most enjoyable of processes largely because it will have been designed and practiced along with all other beings… It will continue to tolerate and even learn to take better advantage of Paradox..."
- Brad Olson, Chicago, IL

"We're never as far as I know been listed in the 'guides to careers in psychology' or other similar books, etc., and that hurts our chances of recruiting good students, limits our opportunities in academic and other professional job markets, and keeps us marginalized as a discipline."
- Susan Staggs, Chicago, IL

"No matter what direction community psychology chooses to go in, it is going to run into other disciplines - political psychology, clinical psychology, political science, communications, social psychology, education, public administration. So one of the important decisions it has to make is how it will interface with other disciplines and position itself to get the biggest bang for a limited buck."
- Albert Galves, Las Cruces, NM

Section 2: Vision-to-Action Work Group Papers

A. Interdisciplinary Vision-to-Action Work Group Paper
Snell-Johns, J., Davis, M., & Acosta, J. (2005) The Interdisciplinary Dilemma: Expanding and Diversifying Our Membership, Publications, Training, and Impact While Not Losing Our Identity.

B. Social Policy Vision-to-Action Work Group Paper
Keener, D. (2005). SCRA: Moving Forward as a Force to Impact Social Policy.

C. Social Justice and Inequality Work Group Papers
Sloan, T. (2005). The Dialogue, Democracy, and Social Justice.

Darnell, A. (2005). Inequality.

D. Global/International Vision-to-Action Work Group Paper
Garcia, I.S., Swift, C., & Torres-Harding, S. (2005). The International Society for Community Research and Action (ISCRA): Testing Independence, World-Wide Membership, and Humility!

E. Keeping the Vision Alive Vision-to-Action Work Group Paper
Francisco, V.T. (2005). SCRA: Keeping the Vision Alive.

Interdisciplinary Vision-to-Action Work Group

The Interdisciplinary Dilemma: Expanding and Diversifying Our Membership, Publications, Training, and Impact While Not Losing Our Identity

Jessica Snell-Johns
Southwest Educational Development Laboratory and Austin Child Guidance Center

Margaret Davis
Dickinson College

Joie Acosta
Association for the Study and Development of Community

As we plan for the future and position ourselves to tackle longstanding and emerging social problems, we know we will be more successful if we bring multiple voices and perspectives to the table, but how do we do this successfully? Our theories and values guide us to

conceptualize problems and solutions as embedded within ecological systems, but how do we ensure that representatives from each of these systems (e.g., education, business, United Nations) are part of the dialogue? During two visioning sessions at the 2005 biennial meeting, a team of people[1] worked together to address these questions and to identify a vision and action steps for how SCRA can become more interdisciplinary. In addition, ideas generated by a team focused on training issues and ideas shared electronically were also incorporated[2].

When we looked around the room at SCRA and learned about each others' backgrounds, we saw what has been accomplished and what remains to be accomplished in terms of bringing together a group of people with diverse skill sets from various disciplines. As we discussed the vision of becoming more interdisciplinary, we began to question the consistency between our labels and our values. Why do we call our conference the Society for Research and Action, a name that encompasses many disciplines, and yet so often refer to community psychology in other titles and labels? For example, are we communicating the right message when we call our publications The Community Psychologist and the American Journal of Community Psychology? Some participants suggested we consider expanding the use of the term SCRA and consider letting go of "community psychology" as the all-encompassing term. While these participants see the advantage of letting go of community psychology as defining our identity, others expressed concern about diffusing what they see as an already loose identity.

As we discussed the vision of becoming more interdisciplinary, we began to question the consistency between our labels and our values.

Much of the interdisciplinary visioning conversation centered on the dilemma of striving to expand SCRA's membership, publications, training, and impact while simultaneously striving to increase the public's awareness and appreciation for the field of community psychology. We do not believe these goals are mutually exclusive and think the ability to become both more interdisciplinary and more centered depends on our ability to be thoughtful about how we label our work, our roles, our publications, etc. For example, if SCRA achieves its vision of becoming more interdisciplinary, attendees from corporations, funding institutes, and public health should no longer feel on the fringe of SCRA, but as core members of the Society. It was expressed by different voices during the visioning sessions that there seems to be a norm that if you are not a community psychologist, your affiliation is unusual. This suggests we have yet to achieve our vision.

Our interdisciplinary visioning also led us to discuss how to best organize ourselves for interdisciplinary participation. For example, we think we can learn from organizations like the Centers for Disease Control and Prevention in terms of how they organize by issue (e.g., disease, population, classes of health problem) instead of by discipline. We have a vision that interdisciplinary groups can be brought together naturally within SCRA because they are working together on specific, shared issues. While SCRA already has interest groups, we suggest that the topics, infrastructure, and purpose of these groups be examined to determine whether additional interest groups need to be created and whether these groups might be called "action" groups or task forces instead of interest groups.

Our vision involves continuing to enhance our conference format and content. In the future, we hope to hold more joint conferences with related disciplines. For example, SCRA has already entered into a reciprocal joint sponsorship with the Society for Applied Anthropology and there have been discussions of engaging other organizations, such as SOPHE and the Community Development Society. We see these joint conferences as natural ways to build more interdisciplinary connections, and existing efforts could be further developed.

We also envision adding more workshops, sessions that are longer than panels or symposia, where participants can expect to learn and practice new professional skills. We identified several associations that already utilize this format successfully that we could use as examples. For instance, before the American Evaluation Association meetings, there are professional development workshops that require a small fee. Our vision is to begin increasing interdisciplinary participation by inviting presenters from other disciplines who are experts in areas where SCRA members would like to build skills (e.g., leadership, diversity). SCRA also could use continuing sessions like these to attract people from outside the discipline by offering continuing education credits. In addition to adding more workshops, we would like to have more community members involved in presenting. One idea is to decide that a certain presentation category (e.g., symposia) must involve community members. This would encourage research investigators to more directly involve community members and this style of presenting would be aligned with our value of participatory research methods.

Related to our interdisciplinary (as well as social policy, social justice, and international) visions is the issue of training. How do we train people to become the future leaders and pioneers in our field? In order to make our vision a reality, we will need leaders with knowledge and expertise in a diverse range of disciplines, capable of organizing action-focused efforts and communicating our vision and accomplishments to the public. It is important for SCRA to embrace diverse disciplines by offering interdisciplinary and/or cross-disciplinary training at future biennial conferences, including training related to organizing and public speaking. Traditional training programs for SCRA members are masters and doctorate programs in psychology. We need to expand the diversity of SCRA members to include training in areas such as urban planning, policy studies, community development, and economics. It is our vision that SCRA members will lead university efforts to examine course structure and curriculum of their training programs.

If we are going to become more interdisciplinary, we need to develop a specific plan for marketing ourselves. These marketing efforts will need to distinguish between expanding visibility of SCRA versus increasing awareness of the field of community psychology. At a minimum, this marketing plan would involve a variety of strategies, including ways to proactively seek media coverage and to increase undergraduate students' awareness of community psychology. For instance, we could give an annual Community Psychology Media Award for the best report in the media on the field of community psychology and we could create a Textbook Award for the best coverage of community psychology in a non-community psychology book. We also need to identify the specific groups/fields that SCRA and community psychology can reach out to in order to pursue this vision. Once these groups are identified, a variety of strategies need to be planned to

If we are going to become more interdisciplinary, we need to develop a specific plan for marketing ourselves.

encourage participation. In order for our vision to be achieved, one of our first goals is to ensure that we support and/or establish infrastructure that keeps us focused, efficient, and effective in sustaining our visions.

Based on our visions, we identified several action steps that can be taken to make SCRA more interdisciplinary. These actions steps are organized by the following aims: make our publications more interdisciplinary; improve outreach; enhance our conferences; increase exposure and better market ourselves; and examine our infrastructure to ensure focus, efficiency, effectiveness, and sustainability of our interdisciplinary vision.

Make our Publications More Interdisciplinary

- Determine a specific way the American Journal of Community Psychology (AJCP) can encourage and support interdisciplinary publications. One important step has already been taken toward achieving this goal! The SCRA Interdisciplinary Task Force (Dave Altman, Lorraine Gutierrez, Jim Kelly, Doug Perkins, Julian Rappaport, Susan Saigert, chaired by Ken Maton) is putting together a special issue of AJCP focused on interdisciplinary research.
- Consider changing the name of The Community Psychologist (TCP) to something more consistent with the interdisciplinary nature of SCRA.
- In order to become more interdisciplinary while also solidifying the field of community psychology, we suggest maintaining the title of AJCP but changing the title of TCP. A second approach would be to create a third, peer reviewed, journal. In order to encourage interdisciplinary work and publications, we need to ensure that publication in a SCRA-related journal provides prestige for a variety of disciplines.
- Since a primary value of our work involves the collaborative process, more articles published in our journals should inform the reader how community members were involved in the research investigation.

Improve Outreach

- Identify specific groups/fields for whom SCRA and community psychologists need to do more outreach. In other words, what related fields seem underrepresented at SCRA (e.g., public health? social work? cultural studies? religion? non-profit management? education? for-profit?). Once these groups are identified, create a plan for how to reach out to key representatives from these groups.
- Create an SCRA Ambassadors program with SCRA members assigned to serve as ambassadors to other APA divisions and to other professional and scientific organizations, including international organizations.

Continue Enhancing Our Conferences

- Expand existing interdisciplinary activities and hold joint conferences with related disciplines.
- Invite presenters from other disciplines to present 2-4 hour workshops at SCRA. There would be a small fee for attendance at these workshops, and continuing education credits could be earned which would help attract members of disciplines such as social work, clinical and counseling psychology, health education, and nursing. The purpose of providing workshops is threefold. First, these presenters could provide SCRA members with more in-depth training in areas members would like to develop more skills (e.g., leadership, policy development). Second, this would be a natural way to develop new relationships and collaborations on individual and organizational levels. Third, many applied professionals have difficulty obtaining funding or time away from their positions unless they are attending "professional development" workshops or receiving CEU credits. Providing CEUs could increase participation by people who work in practice/applied areas of community psychology, as well as attract practitioners from other applied fields.
- Consider less "academic" presentation styles. For example, continue to encourage interactive, hands-on formats so that our presentation/teaching styles match a variety of disciplines.
- Consider ways to encourage more involvement of community members in conference presentations. For example, for a certain category of presentation (e.g., symposia), it could be a requirement that community members actively participate in the presentation. This would provide a strong incentive for investigators to more directly involve practitioners in the dissemination of our work.

Training Future Community Psychologists

- Review course structure and curriculum to increase the opportunities for engagement in practical skills
- Offer interdisciplinary and/or cross-disciplinary training at biennial conferences

Increase Exposure and Better Market Ourselves

- In order to expand SCRA while not losing individual members' identities as community psychologists, it will be important to distinguish between plans for expanding visibility of SCRA versus plans for increasing awareness of the field of community psychology.
- Consult with a group that specializes in marketing to create a plan for how to better market SCRA and community psychology.
- Be more proactive about working with the media to publicize SCRA and the field of community psychology.
- Consider how to make better use of awards as a way to increase people's exposure to community psychology and to acknowledge important efforts in the field and in communities.

Examine Our Infrastructure to Ensure Focus, Efficiency, Effectiveness, and Sustainability

- The Visioning Group will work with the SCRA Interdisciplinary Linkages Committee to encourage creation of a subcommittee with members from both of these teams. One goal of this subcommittee would be to ensure that conferences, publications, etc, send a consistent message about SCRA's interdisciplinary nature.
- Consider adding an "Interdisciplinary" position to the SCRA Executive Committee.
- Revisit SCRA interest group topics, infrastructure, and purpose. Consider whether these interest groups should be called "action" groups or be designed more as task forces than as interest groups.

Social Policy Vision-to-Action Work Group Papers

SCRA: Moving Forward as a Force to Impact Social Policy

Dana Keener
University of South Carolina, Columbia

Members of SCRA understand that second order change is essential to ending many of the problems of our world. And yet, I think most of us would agree that we, as a society, do not yet have as much impact as we would like to have on social policy. The question is: how can SCRA become a more effective force for positive change in social policy at national, state, and local levels?

This question was one of the topics addressed as part of the visioning process at the 2005 biennial meeting in Champaign, Ill. The participants of the policy discussion included Theresa Armstead, Joe Durlak, Milton Fuentes, Mark Goldstein, Ben Hidalgo, Ira Iscoe, Dana

Keener, Jon Miles, Angela Mooss, and Janet Saul. Two of us, Dana Keener and Jon Miles, also attended the SCRA Social Policy Committee Meeting, led by Jen Woolard, that immediately followed the visioning meeting. Some aspects of both meetings may be reflected here—which is consistent with the "next step" of connecting the discussion of these two groups.

The question is: how can SCRA become a more effective force for positive change in social policy at national, state, and local levels?

Part of the visioning discussion focused on the need for greater public recognition of our field in order to increase our range of influence. Many of us were interested in increasing our name recognition not only to policy makers, but also to the general public. We talked about possible names to represent us. We agreed that the term "community psychology" does not represent everyone in the society, especially as we are proactively striving to be more interdisciplinary. However, we also agreed that the phrase "Society for Community Research and Action" is not an effective branding tool from a marketing perspective. Along these lines, Jon Miles, who works for Senator Tom Harkin on Capitol Hill, provided valuable feedback during the SCRA Social Policy Committee meeting. He explained that his colleagues on "the Hill" generally do not latch on to the name "Society for Community Research and Action"; policy makers are confronted with so many groups and interests every day, "SCRA" is not easily remembered. So on this front, the next step is to strategically define "who we are" and "what we do", in terms that represent all of us and that are easy to remember, so that we can more effectively communicate to the general public and to policy-makers.

Another strand of our discussion revolved around the process by which members of our society attempt to take a position or make a policy stand on a social issue. Somewhat related to this topic was the issue of making information about various social issues available and accessible to the public and to policy makers. The group recognized the inherent difficulty in forming a single position that represents everyone in our society. Even if this were possible, the process would be time consuming and prohibit a timely response to many issues when they are receiving significant media attention. Several great ideas emerged. First, other societies and organizations have developed successful practices for promoting policy positions, such as APA, the Society for the Psychological Study of Social Issues (SPSSI), and the Society for Public Health Education (SOPHE), so we agreed to make an effort to learn from them. Second, we considered tactics similar to those used by MoveOn.org in which individual members take action, rather than developing one official position that represents the entire organization. Third, we agreed that we can do more to work with existing groups in SCRA (e.g., interest groups) to develop resources and policy stands on particular topics.

The final strand of discussion focused on the education of SCRA members to be effective agents of change in the policy arena. This topic was discussed in greater detail during the Social Policy Committee meeting and included strategies such as 1) including practical training sessions during SCRA biennial meetings that focus on social policy, 2) coordinating with existing training programs offered by APA and SPSSI, and 3) providing guidance to graduate programs in community psychology and other disciplines on how to incorporate public policy training into their graduate studies.

The key will be to create enough momentum to follow through on these thoughtful ideas and to link up the members of the visioning process with the members of the existing SCRA Social Policy Committee. Below is a brief summary of the vision and action steps that resulted from our meeting.

Train ourselves to contribute to deeper democracy by practicing dialogic methods in our own meetings in SCRA and elsewhere, learning how to listen and to facilitate difficult dialogues.

Vision

- SCRA and/or community psychology will be recognized by the general public and by policy makers as a resource for information and research about social problems and solutions to those problems.
- SCRA will have information and resources about particular social policy issues that are easy to access (on the web) by society members, the general public, and policy makers.
- SCRA members will have a process by which they can develop a policy stand, share it with other members of the society, and distribute it to policy makers.
- SCRA will continue to educate its members with training that promotes awareness and skills to positively change social policy at multiple levels.

Summary of Action Steps

- Bring the ideas generated from the visioning process to the existing SCRA social policy committee.
- Engage in a strategic process to promote recognition of our field; better define "who we are" and "what we do" in a way that is easy to communicate and remember; use social marketing tools.
- Review and adapt policy protocols from the Society for Public Health Education (SOPHE) and from the Society for Psychological Study of Social Issues (SPSSI).
- Develop a stronger relationship with the APA policy office.
- Work with the existing SCRA interest groups to develop resources and policy stands in particular topic areas.

Social Justice and Inequality Vision-to-Action Work Group Papers

Dialogue, Democracy, and Social Justice

Tod Sloan
Lewis and Clark College

Our visioning group aims to focus on equipping community psychologists to participate in local and global initiatives to achieve social justice through productive dialogue and deeper democracy. Marginalized communities and citizens in general lack voice in the decisions that affect their well-being and are therefore relatively powerless. A major contribution of community psychologists will be to promote and sustain spaces where creative dialogue processes will help citizens gather wisdom and power while they develop better solutions for social problems. This effort will need to proceed through several action phases:

1) Become familiar with existing movements and resources such as those linked with the National Council on Dialogue and Deliberation (www.thataway.org) and The Co-Intelligence Institute (www.co-intelligence.org).

2) Train ourselves to contribute to deeper democracy by practicing dialogic methods in our own meetings in SCRA and elsewhere, learning how to listen and to facilitate difficult dialogues.

3) Organize ways to bring our skills in research and community organizing to bear on sustaining and evaluating dialogue and deliberation processes in larger spheres. In particular, we can conduct participatory action research designed to help communities work toward social justice through dialogue.

4) Systematically infuse this deepening of democracy in all the spheres in which we live and work by building a culture and science of dialogue and deliberation as one of the primary functions of community psychologists. All interested in participating in the network that will spearhead this project should contact Tod Sloan as soon as possible at sloan@lclark.edu or 503-768-6066.

Inequality

Adam Darnell
Georgia State University

Our group focused on the problem of inequality, in general, and more specifically on economic inequality (personal income and wealth) and related inequalities in access to education and healthcare. Group members felt that these fundamental structural realities impede the achievement of ideals such as well-being and liberation and reflect unaddressed value conflicts in society at large and in the Society for Community Research and Action. Solutions to these prob-lems were not discovered in the working group session, but it was clear that a first step is that SCRA develop an explicit stance on resource (broadly defined to include material desirables as well as access to decision-making, self-determination, power, etc.) inequalities. This would necessarily include some treatment of the values underlying distributions of resources, such as equity and equality, the conflict between which is absolutely essential to any treatment of *social justice*.

Do the members of SCRA want greater equality of resources, or do we want outright equality? Why is equality good, and why is it bad? Our commitment to social justice needs to be qualified by greater familiarity with its underlying value conflicts and by a more sophisticated practical understanding of how resources are currently distributed, and ultimately, the means by which they might better be distributed. Clarification of SCRA members' stances (there will be many) on social justice in general, and inequality in specific, is our suggestion for a plausible first step towards becoming able as a field to advocate for countless practical strategies that can be taken to achieve a more just society.

Global/International Vision-to-Action Work Group

The International Society for Community Research and Action (ISCRA): Testing Independence, World-Wide Membership, and Humility!

Irma Serrano Garcia
University of Puerto Rico, San Juan

Carolyn Swift

Susan Torres-Harding
DePaul University

Group members envisioned the creation of a new group: The International Society of Community Research and Action. Although community psychology as an international movement is a significant priority for SCRA, group members raised questions about the ways in which the names of our two publications and of our Society impede our efforts to be interdisciplinary (see discussions of this issue in the above reports from the Interdisciplinary and Social Policy Groups). This discussion led to the question of what the elimination of the term "psychology" from our publications or our identity might mean for the relationship between SCRA and APA, i.e., whether it would entail SCRA breaking away from APA. No conclusion was reached, although some solutions were offered (e.g., community psychology leaves APA and joins Public Health Association).

The necessity of change was a strong theme, pushing our discipline to a broader identity-perhaps a bridge to other disciplines, but certainly to a multidisciplinary approach. Here a paradox was noted: the desire to broaden our discipline to include other disciplines, conflicting with the desire to maintain our current identity. Although there are many differences, this paradox is reminiscent of a controversy from the 1965 Swampscott conference. At the birth of community psychology, some of the researchers, clinicians, and practitioners attending were conflicted about expanding their discipline from a clinical focus to a community one; others were concerned that working for social change, or publicly taking sides on local or national issues would reduce the credibility of their research, practice or their capacity to offer expert ("objective") consultation on social policies or other significant affairs within communities.

Group members envisioned the creation of a new group: The International Society of Community Research and Action

Our group was fired up by the opportunity to envision creative solutions to some of the problems confronting our discipline and frustrated by the necessary time-limits. We look forward to continuing the development of our vision and integrating it with those of the other groups. Below is a summary of our discussion.

Vision for the Next Decade

- An international, interdisciplinary SCRA will be created.
- No nation will dominate in a fully developed International SCRA.
- Reciprocal relationships will be established with nations around the globe.
- Our field will expand to include other countries' histories, cultures, and visions of community research, action, and social policy development.
- Conference sites will be world-wide (not just in the US).
- The International SCRA will use current and emerging communication technology to create global community through an umbrella website and links to international resources.
- International community research, practice, and social policy development will be celebrated.
- Papers will be presented and journal articles and books published in multiple languages.
- A prize will be awarded to the first international doctorate in our discipline.
- The International SCRA will study the organizational relationships and networks of the United Nations and other international bodies for tips on how to organize to balance equity, economy and justice in leadership and representation among member countries (e.g., rotating vs. elected leadership, committee assignments, etc.).
- The UN approves and cosponsors a convention for the rights of communities.
- Thriving communities with broad citizen participation will be developed through the auspices of the International SCRA working in collaboration with many other community groups at various levels-local, regional, and national.
- The International SCRA will achieve effective collaborative work in member countries with public health, social work, criminal justice, law, business, nursing, community agencies, and health and human service delivery systems.

- University curricula will include community organization, activism, prevention, diversity, public policy, grant writing, and consultation in nonacademic settings.
- International training will become a part of graduate training—student and faculty exchange and the study of other histories and cultures will be integral parts of the graduate experience.
- One of the foci of the International SCRA will be behavioral context, transforming environments for the well-being of all, developing community theory that transcends both levels of organizing and educational partnerships between learning settings and communities.

Action Steps

Although time did not permit addressing each vision, the action steps below give the flavor of the group's brainstorming:

- Volunteer translators will be sought for future conferences as well as for publications.
- The International Conference planned for Puerto Rico next year will be a model for future SCRA international conferences; close consultation with Irma Serrano Garcia and her staff will shorten the learning curve for other SCRA members in planning future conferences.
- Reciprocal systems of mentoring will be set up so that authors may publish in journals outside their own country (i.e., American mentors will work with authors from other countries so their work can be published in our journals, and mentors from other countries will work with American authors so their work can be published in journals in the mentor's country. SCRA volunteers from current AJCP's and TCP's editorial boards could pursue this initiative).
- Accessibility to global communities will be created through the collaborative development of websites in member countries. The logical leadership for this initiative is SCRA's Electronic Communications Committee.
- Lists of resources- journals, books, courses, and other resources— will be shared on the SCRA website (e.g., Cliff O'Donnell's proposal re: "Teaching for the Global Community").
- Methodologies will be created and developed to capture the dynamics of interactions between and among groups systems, to better understand relational aspects of communities at multiple levels.
- Community psychology reality TV, "Community Makeover": civic democracy on reality TV! (A creative, outside-the-box proposal!).

Barriers

Group members considered a variety of barriers to implementing the action steps. Although they raised questions about how to address these steps, the task of brainstorming barriers and solutions was postponed till future visioning sessions due to time limits. The few barriers identified include:

- Resistance to change and to giving up power,
- Difficulties in trying to integrate diverse cultures, standards, and languages under one umbrella organization,
- The relative ignorance of US community psychology researchers, practitioners, and policy makers to the work of comparable professionals in other countries, and
- Discrepancies in technological resources among countries.

Ongoing Vision Process Work Group

Keeping the Vision Alive

Vincent T Francisco
University North Carolina Greensboro

Involvement in the process for ongoing visioning and development are important tasks for members of any professional organization. We have a wonderfully rich legacy we inherited from those that defined the field of Community Psychology before us. A vision of the future that included all of us redeveloping and redefining the field is one aspect of that inheritance. Many of the SCRA members present at the 2005 Biennial conference participated in the visioning process. Several of those members (including Raymond Scott, Jim Dalton, Gordon Hannah, Susana Helm, and Vincent Francisco) focused their efforts on collecting ideas for how we might be able to continue to develop that vision, and keep this organization healthy and vibrant.

Involvement in the process for ongoing visioning and development are important tasks for members of any professional organization.

Two framing questions set the stage for this conversation:

1) How can we do active outreach to people who did not yet contribute (e.g., surveys, editorials)?
2) How can we get practitioners more involved (e.g., workshops and sessions of relevance to them)?

A wide variety of ideas for possible activities to accomplish these goals included:

- Develop a strategic plan for SCRA; committees and others can report back on activities that relate back to specific objectives in the strategic plan.
- Develop an ambassador program to provide liaisons and strategic connections with other groups that have a similar mission and purpose.
- Develop a database for the organization that would allow for the tracking of members and the tracking of accomplishments of the group.
- Create space to allow for others to continue to contribute to the visioning process, make it ongoing, and possibly web-based to allow for broad engagement.
- Scan the environment to document what works with other similar groups.
- Create opportunities for outside groups to contribute to the vision of SCRA.
- Have committees and other formally identified people report activities back to the Executive Committee on a regular basis.
- Use TCP as a mechanism for committees and others to report to the membership on activities/accomplishments relating to the strategic plan.
- Create a more direct link with the program directors group (e.g., have a representative on SCRA Executive Committee).
- Involve the regional coordinators as a communication link, provide support for newsletters and space on the web site for their reporting of activities in their regions.
- Use the web site and email reflectors to collect more input on the vision and use it to disseminate findings.
- Create a diverse standing committee (ensure diverse representation) reporting to executive committee to: (1) oversee ongoing visioning process, and (2) evaluate whether vision is being followed by organization and whether outcomes are being reached

The group discussed the need for it to become a standing committee, reporting directly to the Executive Committee. Ideas for what the Ongoing Vision Committee might do included (very specifically):

1. The need to have broad input from SCRA members and it's interest groups
2. Continuing the visioning process, and re-looking at this process
3. Keeping the SCRA Executive Committee abreast of progress and accomplishments
4. Ensuring that the visioning process becomes a perpetual part of SCRA.

While these ideas need input from more members, it was strongly felt by the group that the Executive Committee must adopt the vision and ensure that SCRA's mission is consistent with vision through these means. Formats for ongoing input and feedback that were brainstormed by the team included:

- Newsletters
- Internet surveys
- Division 27, SCRA web site
- Use the program directors group to get information to students
- Regional coordinators
- Interest groups
- Biennial conferences

We all felt that it was a great privilege to be part of this historic process, and look forward not only for this process to continue, but to be an integral part of SCRA in the future.

Steps that Have Already Been Taken

Since the visioning discussions and planning that occurred at the biennial, a few important steps have already been taken to create an infrastructure to support the ongoing visioning process. To begin with, a Visioning Task Force has been created. Tom Wolff will Chair this Task Force and, as suggested by the Ongoing Vision Process work group, representation on this task force is diverse. See Table 2. at the end of these articles for the full list. of the Visioning Task Force chair and membership. In addition, each priority area has one to three people who have agreed to serve as champions or advocates to keep planning and action happening for each vision priority area.

Table 1. Vision-to-Action Work Groups

Priority Area	Champions
Global/ International	Irma Serrano Garcia, iserranog@prte.net Susan Torres Harding, storres@depaul.edu
Interdisciplinary	Jessica Snell-Johns, snelljohns@yahoo.com Margaret Davis, davismar@dickinson.edu
Social Policy	Dana Keener, danakeener@yahoo.com
Social Justice	Tod Sloan, sloan@lclark.edu Adam Darnell, adam_darnell@yahoo.com Joie Acosta, joiea@hawaii.edu
Ongoing Visioning Process	Ray Scott, rscott@ulv.edu Vince Francisco, vincent_francisco@uncg.edu

Table 1 presents the priority area/vision-to-action work group as well as the champions for each area. Please contact these colleagues if you wish to work with them.

Concluding Remarks on the Biennial Visioning Process and Progress

Peterson, J. L. (2005). Achieving Global Appreciation for Human Diversity: "And All That Divided them Merged."

Meissen, G. (2005). Are These the Best of Times or the Worst of Times for Community Psychology?

Snell-Johns, J. (2005). Our Past and Our Hope Guide Our Future.

Wolff, T. (2005). Visioning: What We Have Learned and Created at this Biennial.

Achieving Global Appreciation for Human Diversity: "And All that Divided them Merged"

John L. Peterson
Georgia State University

During the 40th anniversary conference of the Society for Community Research and Action (SCRA), the biennial visioning workshops were convened to help establish direction for our organization in the future. Among the several issues that emerged, the one that preoccupied my thought was the need to achieve appreciation for "human diversity" in all facets of American life, as well as across the globe. SCRA was founded on principles that respect and demand equal access to social, political, and economic opportunities for all people, and our science and practice have attempted to realize this goal over the last four decades.

The visioning process informed us that the need for such efforts has never been greater. Many workshop participants expressed interest in a renewed focus on social justice and global concerns, which involve an underlying emphasis on human diversity. Most global problems that confront the world's nations involve enormous differences among people who differ in sex, age, race, ethnicity, social class, sexual orientation, disability, and nationality (Trickett, Watts, & Birman, 1994). Many national and international conflicts result directly or indirectly from major differences in worldviews that have their basis in human diversity. These major social problems are derived from intolerance of human differences that result in enduring forms of prejudice, discrimination, and oppression (e.g., sexism, racism, ageism, homophobia, and genocide). Participants in the visioning process often referred to the need for greater professional involvement internationally in recognition of the need to build bridges across nations. Other participants suggested that equally important efforts are warranted to help resolve social intolerance that causes disenfranchisement of women, racial and ethnic minorities, older adults, the disabled, and gays, lesbians, bisexuals, and transgender males and females.

However, we should consider one other challenge as we discuss greater efforts to advance appreciation for human diversity on the planet. That challenge involves the need to better demonstrate our appreciation for diversity within SCRA itself, both in our training programs and in our membership. Notably, for the 50th anniversary biennial, we should feel challenged to significantly increase the diversity of faculty and students in community psychology. Previous issues of the SCRA newsletter have documented the disproportionate representation of racial and ethnic minority faculty and graduate students in our Ph.D. programs. Substantial progress has been achieved in the gender diversity of our graduate programs in community psychology. However, racial/ethnic diversity has been far less varied. Similarly, great work remains to diversify academic community psychology in the representation of sexual minority faculty and students. If we seriously face this challenge, our science and practice can guide us in ways to remedy the current situation. What better example can be offered to demonstrate our commitment to human diversity than the reflection of diversity in the graduates we produce and the faculty who train them?

In addition, our commitment to an appreciation for human diversity would be further advanced by a solid increase in the diversity of our membership. This diversity would include, though not be limited to, significant improvements in the pro-portions of members who are not white, who are not American, who are not heterosexual, as well as, those who are disabled, and who are more than middle-aged. There are great opportunities to recruit such diversity for membership in SCRA if we are prepared to make the effort. The human diversity within our own organization could enhance our capacity to achieve the goals for diversity that we seek across national and

international communities. Our appreciation of human diversity, within SCRA, offers the prospect to help us achieve an appreciation of human diversity outside SCRA, both in America and around the globe. Imagine the possibilities if that appreciation for human diversity was shared by people around the world and, as a result, that vision enabled the global community to recognize the dilemma of diversity. The dilemma is not that all different groups should be viewed the same but that, despite their differences, all groups should be treated the same. Moreover, those differences should be celebrated as strengths rather than as deficits because their combined strengths demonstrate how the "whole is greater than the sum of its parts." Then, the diverse members of the global community may fully appreciate how all that divided them merged.

References

Trickett, E. J., Watts, R. J. & Birman, D. (1994). *Human Diversity*: *Perspectives on people in context*. San Francisco: Jossey-Bass.

Are These the Best of Times or the Worst of Times for Community Psychology?

Greg Meissen
Wichita State University

The Vision Process at the Biennial Conference was upbeat and much needed but many also have pointed out that we are in some difficult times politically and globally that impact our work and especially those we serve. Despite the celebratory nature of our times together as community psychologists and friends, many worry out loud about the future of community psychology and SCRA. Many celebrate our growing interdisciplinary nature along with new approaches and research methods while others worry that we are losing our theoretical and rigorous methodological roots. While we are in different times with different issues, much of the same "angst" and concern for the future that brought a group of visionary people together 40 years ago at Swampscott is with our field today.

Despite the celebratory nature of our times together as community psychologists and friends, many worry out loud about the future of community psychology and SCRA.

Community psychology was one of the first to call for a genuine interdisciplinary approach—to the point of questioning the term "psychology" in its name. For this and many other good reasons, we are now the Society for Community Research and Action—not the Division of Community Psychology. We are indeed more interdisciplinary than ever in terms of our backgrounds and in the range of our partners. But along with that overall positive change and some specific positive impacts have come "growing/shrinking" pains and some unintended consequences. For example, as our graduate programs have become more interdisciplinary and encouraged more non-psychology courses and degrees, such as the increasingly popular PhD/MPH combination, many graduates self-identify with other disciplines and professions (e.g., public health, evaluation research, prevention science, community health). They do not remain members of SCRA. They do not continue attending our Biennial conference, our programs at APA, or regional conferences, and they do not self-identify as community psychologists locally or nationally.

It is also a troubling time in terms of our graduate programs. We celebrated Julian Rappaport's retirement as we have others recently, but our graduate programs will miss these leaders greatly. The Council of Program Directors in Community Research and Action has become inactive, and we have lost some important graduate programs at the PhD and masters levels. At the same time, some positive things have occurred regarding graduate education including:

- A commitment by the Executive Committee to create a more stable structure of the Council of Program Directors financially and giving the Council's chair a seat on the Executive Committee,
- Recent survey of graduate programs by Kelly Hazel that provides accurate data regarding what and how we are educating future community psychologists. Results from the survey identified some new training programs, many of which are very interdisciplinary and applied in nature. However faculty, students and graduates from many of these new programs are not members of SCRA, do not come to our Biennial conference, and do not self-identify as community psychologists.
- As reported by Brad Olson, there is a plan in place to increase membership, which will include reaching out to these new programs but SCRA and our Biennial conference must genuinely provide them something relevant to their work, which is more interdisciplinary and applied than is reflected even in the fine program of this Biennial conference.

We are maturing as a field and as an organization which is positive and appropriate. Along with that maturation come questions and issues about how we operate and sustain ourselves. Our own experts in organizational and community capacity building always advise a review and evolution of an organization's vision and mission as a first step in addressing these normal developmental issues. We have a legacy of Swampscott which is invaluable and has guided us and been our social conscious for 40 years, but it is time for a shared vision for our future to truly fulfill the "spirit" of Swampscott.

Finally, some of our leaders and founders are retiring and some have passed since we were last together. They have left us a rich legacy, and I see that legacy when I interact with the students and recent graduates of our programs. This is the new "greatest generation" of community psychologists who have such great values, which are so similar to our founders, and do they ever have remarkable skills. They are "scary" good. I wonder if my anxiety about the future is that I am different than this new generation who is so eager to change our communities for the better. Let's embrace our future even though that future is not exactly that predicted at Swampscott or what I learned in graduate school so long ago. Let's not lose this generation as they leave our graduate programs and begin their careers regardless of the nature of their work, community setting, or academic department lucky enough to get them. Let's give this greatest generation plenty of room in the visioning process for all of our benefit.

Our Past and Our Hope Guide Our Future

Jessica Snell-Johns
Southwest Educational Development Laboratory and Austin Child Guidance Center

I am honored to be one of the people bringing our 2005 Biennial experience to a close by sharing concluding remarks about our visioning process. I graduated last August from the University of South Carolina's Clinical-Community Psychology program. I currently work as a program evaluator and as a postdoctoral fellow doing psychological testing and family therapy. Given my dual training and experiences, wherein my clinical training informed my community work and vice versa, I am interested in supporting integration between community psychology and other fields. However, my reason for joining the visioning process was not that I was concerned about the field or because I had disgruntlements. Instead, it was because I wanted to further develop my professional identity as a community psychologist.

I was somewhat surprised to hear some of the concerns expressed during the visioning work sessions. While these concerns and frustrations are important, I want to express, particularly to students and those new to SCRA or to the field of community psychology, that my experiences as a new professional trained in community psychology have been only positive. I am excited and confident about our future and capacity to fulfill our visions together.

I want to encourage others to get involved and to take on small leadership roles. As a recent graduate, I was a bit nervous about offering to help with the visioning process. I didn't feel like I had any special knowledge or expertise to offer. However, the experience affirmed that there is more work than there are people. I was welcomed. Pick something you want to learn more about; jump in.

As we plan for the future, I hope we are reminded of our solid foundation and our past accomplishments. These serve as our history and framework. At the same time, changes need to be made, and great ideas and plans were generated during the visioning sessions. People engaged in the process. In fact, the energy level seemed different in these sessions than any other session I attended. This caused me to reflect on whether our teaching modality and formats are consistent with our disciplines, methods, and what we know about engaging people in the learning process. For example, during the visioning sessions, people seemed relaxed and worked together at tables or on the floor. There was a spirit of community. I believe that both the process and the content of these sessions will help guide and motivate as we work together to achieve our visions.

Visioning: What We Have Learned and Created at This Biennial

Tom Wolff

Our visioning process at this biennial was a huge success. What did we learn? We reconfirmed that visioning is a central process for community. It reconnected us. It allowed us to dream together. It was hopeful. It was fun. Many of those at the conference participated.

What did we find? We hold common visions. Two completely separate visioning sessions with almost 80 participants each came up with a very similar overlapping set of dreams and visions. These visions included future images of our field as international; interdisciplinary; emphasizing social justice, social inequity, and citizen participation; working to influence policy, and taking action. We also share the vision of ensuring that we put structures into place that support an ongoing visioning process.

We hold common visions. Two completely separate visioning sessions with almost 80 participants each came up with a very similar overlapping set of dreams and visions.

When asked to write headlines for the vision newspaper stories here is a sample of what participants created (some more serious than others):

> "June 10, 2015, SCRA finally fulfills its original mission"
> "Walking the walk— new show on Comedy Central replaces Fox news"
> "Community psychology joins others in new unifying field"
> "10th international community psychology conference: Social justice triumphs"
> "Community Makeover: citizen engagement meets reality TV"

This was not just an exercise. This was the start of an ongoing process. What was especially noteworthy about the visioning discussions was the richness, respectfulness and creativity. The visions and action steps identified in these discussions have been thoughtfully summarized in each of the vision-to-action work group papers included in this edition of TCP. This envisioning is already creating action, and our aim is to continue. One important step that has already been achieved is that the SCRA Executive Committee has agreed to establish an ongoing Visioning Task Force that will keep our visioning process moving forward (see Table 2 for list of members). We are continuing to look for other members, if you're interested please contact me (tom@tomwolff.com). We are especially interested in recruiting students and people of color. The five work groups continue to meet via email if you wish to join them, contact the champions also listed in the Ongoing Visioning Process article written by Vincent Francisco.

There have been rumblings throughout the conference concerning the future of community psychology. These include: fear of losing our identity, fear of losing academic support, fear of the consequences of doing socially progressive work in a right wing era, and fear of where our new leaders will come from. We see these concerns in the context of the exciting, hopeful visions of possibilities and opportunities and in the historical context of the field. Community psychology is 40 years old. It is moving into its maturity, exciting new leaders are on the horizon. Although the field faces challenges, we feel quite confident in its future. What emerges from this vision is true excitement, hope, possibility, and opportunity. We see a young set of leaders emerging with more women and minorities and international representation from the amazing group of young people here.

How we will proceed:

- We will hold the vision. We'll take visions from the biennial and have them become our mantra with the vision of a healthy, growing, and more powerful field of community psychology.
- We will ask the SCRA Executive Committee to hold this vision is well.
- We raise the question of seeking the resources for this vision and for implementation. A number of people have pointed out that Swampscott and the early history of community psychology was supported by NIMH. Now, are there equivalent organizations who care about our work enough to support us? The United Nations? The World Bank? Bill Gates? We don't know, but we think this discussion should occur.

We urge all of you to replicate this visioning process in your departments, communities, regional meetings, and community psychology associations (especially around the world). Let a garden of ideas sprout for our future.

Nelson Mandela and at his inauguration said

Table 2. Visioning Task Force

Chair	Members
Tom Wolff	Mark Aber, Jody Beeson, Meg Bond, Leticia Braga, Jim Emshoff, Donata Francescato, Vince Francisco, David Fryer, Gordon Hannah, Kelly Hazel, Karin Jeschke, Rhonda Lewis, Eric Mankowski, Greg Meissen, Dena Murphy-Medley, Jose Ornelas, Julie Pellman, Sally Schwer Canning, Raymond Scott, Irma Serrano Garcia, Rachel Smolowitz, Jessica Snell-Johns, Toshi Sasao, Wolfgang Stark, Carolyn Swift, Vivian Tseng

the following, and it applies well to our future.

Our worst fear is not that we are inadequate
Our deepest fear is that we are powerful beyond measure
It is our light, not our darkness that most frightens us
We ask ourselves:
Who am I to be brilliant, gorgeous, talented and fabulous
Actually, who are you not to be
You are a child of God; you playing small doesn't serve the world
There is nothing enlightened about shrinking so that other people won't feel insecure around you
We were born to make manifest the glory of God within us
It is not just in some of us, it is in everyone, and as we let our light shine we unconsciously give other people permission to do the same
As we are liberated from our own fear our presence automatically liberates others
Nelson Mandela – Inaugural Address

[1] The following people participated in at least one of the 2005 biennial visioning sessions and contributed to the ideas in this summary: Sally Shewer Canning, Jim Cook, Meg Davis, Steve Erickson, Charles Izzo, Tara Fmchitthavong, Rich Jenkins, Murray Levine, Ken Maton, Jon Miles, Ken Miller, Emily Ozer, Jessica Snell-Johns, and Chantal Poister Tusher.

[2] During one of the visioning sessions, a group of people focused on visioning issues pertaining to training. Because of the relevance of these ideas to the Interdisciplinary Work Group, the main ideas from the training discussion were incorporated into this paper. Prior to the biennial visioning sessions, members of the SCRA listserv were invited to share their ideas electronically, especially if they would not be able to participate in the sessions to be held at the biennial meeting. Leonard Jason and Brad Olson submitted ideas pertaining to SCRA becoming more interdisciplinary, and these ideas were incorporated into this summary

"40 Years Post-Swampscott: Community Psychology in Global Perspective": Evaluation of the 10th Biennial Conference of the Society for Community Research and Action[1]

Margaret Davis[2, 3], Cécile Lardon[4], Heather Foltz[4], David Groh[5], Michelle Davidson[5], and Dan Cooper[6]

[3]Dickinson College
[4]University of Alaska Fairbanks
[5]DePaul University
[6]Vanderbilt University

The 10th Biennial Conference of the Society for Community Research and Action (SCRA) was held at the University of Illinois at Champaign-Urbana in Illinois on June 9-12, 2005. The conference theme was "40 Years Post-Swampscott: Community Psychology in Global Perspective." At each Biennial, conference participants provide feedback regarding satisfaction with the conference arrangements and content. The evaluations also provide an opportunity to examine current research and prevention efforts in the field and recommendations for the organization of future Biennials (Martin, et al., 1999; Tandon, Mashburn, & Holditch, 2001; Woods & Wilson, 2003). The current paper reports on the evaluation results of the 10th Biennial Conference.

Method

Conference evaluation surveys were placed in the registration packets of all conference participants. In an attempt to increase the response rate, those who returned a completed survey were eligible to win a prize. Two hundred eighteen conference attendees completed and submitted the evaluation surveys. This represents a 37% response rate of all 596 conference participants (including registered individuals and invited/keynote speakers). One hundred fifty-two of these surveys were completed at the conference site, and 46 surveys were completed on-line at a later date. Approximately 20 surveys were returned by mail after participants returned home from the conference. The response rate for this conference evaluation survey is comparable to 4 of the past 9 conferences (see Figure 1) and is the same as the mean for all conferences (M = 37.22%).

Conference Evaluation Form

The evaluation survey was a revised version of the survey used for the 9th Biennial Conference (Woods & Wilson, 2003). The survey contains quantitative and qualitative items. The survey asks for demographic and descriptive information about the participants, reasons for attending the conference, and satisfaction with conference accommodations, mentoring activities, content, and value. The survey also probed for preferences for future Biennials. Additionally, respondents had the opportunity to provide feedback regarding their conference views and recommendations via open-ended questions.

Presentation Content Analysis

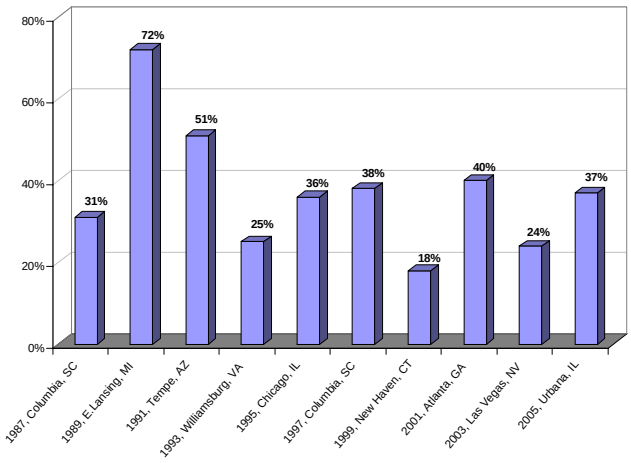
The abstracts in the conference program were used to categorize the content of the presentations. A content analysis of the symposia, poster, roundtable, and innovative presentation abstracts was conducted. Each abstract was coded with up to five presentation subject and population categories. These categories were derived from the content analyses of the 7th, 8th, and 9th Biennial conference evaluations (Salem et al., 2000; Tandon et al., 2001, Woods & Wilson, 2003).

Results

Demographic and Descriptive Information

The average age of the survey respondents was 37 years (*SD* = 11.86). About two-thirds (68.9%) reported that they are European American/White, 6% African American/Black,

Figure 1
Biennial Evaluation Survey Response Rate



3% Asian/Asian American, 6% Latino/Hispanic American, 6% Non-American, and 8% other. When asked which geographic region they reside in 86% of respondents reported being from the US with the majority being from the Midwest (23.7%), Southeast (25.4%), and Northeast (16.7%). Additionally, 2.7% of respondents reported being from Australia, 3% from Canada, and 1% from Latin America.

Almost half of the participants (47%) reported having a doctorate degree, an additional 31% held a Master's degree, and 16% a Bachelor's degree. Students and faculty/staff at academic institutions were almost equally represented (46% and 42%, respectively). Smaller numbers of participants reported being employed at government or non-profit organizations (2.3%), business (0.5%), mental health agencies (0.9%), and other (3.7%). The majority of respondents (73%) were members of SCRA; 41% were members of both SCRA and APA. A few respondents (2%) reported being a member of APA only, and another 2% were neither APA nor SCRA members. About one third (36%) of respondents indicated that the current conference was their first SCRA Biennial, and 4% reported having attended all Biennial conferences.

Conference Arrangements

Items related to participants' satisfaction with the conference arrangements were rated on a Likert scale ranging from 1 (*very unsatisfied)* to 5 *(very satisfied)*. Table 1 summarizes the mean ratings of arrangement satisfaction of the Urbana Biennial conference compared to the previous five conferences. The mean overall site quality rating was 4.01 (*SD* = .85). Respondents were most satisfied with the assistance given by the volunteers at the conference (*M* = 4.29, *SD* = .90), followed by the on-line registration (*M* = 4.18, *SD* = 0.98). Respondents were least satisfied with dining arrangements (*M* = 3.42, *SD* = 1.15). Compared to other arrangement aspects, respondents also were less satisfied with housing arrangements. These data indicate that overall participants were quite satisfied with conference arrangements and that conference attendees were especially pleased with the assistance they received while at the conference in Urbana. While ratings for online registration were fairly high, they were somewhat lower than for the previous conference, and ratings for online abstract sub-mission were quite a bit lower.

The majority of respondents felt that conference costs for SCRA members, student members, non-members, and student non-members were appropriate, with 73.8% indicating that the costs were reasonable. However, about on third (37.1%) of respondents felt that the costs were too high, and 3.2% of respondents felt that the costs were too low.

Table 1
Mean Conference Satisfaction Ratings by Conference (1997-2005)

	Chicago 1995	Columbia 1997	New Haven 1999	Atlanta 2001	Las Vegas, NM 2003	Urbana, IL 2005
On-line registration	N/A	N/A	N/A	N/A	4.46	4.18 (SD=.98)
On-line abstract submission	N/A	N/A	N/A	N/A	4.16	3.76 (SD=1.36)
Housing arrangements	3.4	3.6	4.0	3.9	3.33	3.73 (SD=1.10)
Dining arrangements	3.6	2.9	4.3	3.8	3.21	3.42 (SD=1.15)
Conference meeting rooms	3.6	3.4	4.2	4.4	3.66	3.43 (SD=1.07)
Scheduled social events	3.2	3.4	4.2	4.4	3.61	3.51 (SD=.98)
Informal social opportunities	3.8	3.5	4.0	4.2	3.82	3.75 (SD=1.00)
Opportunities for interest group meetings	4.1	3.6	3.8	3.7	3.64	3.55 (SD=.94)
Conference volunteer assistance	N/A	N/A	4.3	4.5	4.10	4.29 (SD=.90)
On-Site Transportation	N/A	N/A	N/A	N/A	N/A	3.76 (SD=1.16)
Overall site quality	N/A	N/A	N/A	N/A	3.45	4.01 (SD=.85)

Note: Items were rated on a 5-point scale, where 1 = *very unsatisfied* and 5 = *very satisfied*.

Respondents also had the opportunity to write comments regarding the location of the conference as well as arrangements for housing, meeting rooms, and transportation. On the positive side, the majority of respondents were generally satisfied with the conference and a number of respondents expressed that they were very satisfied with the assistance offered by the conference volunteers, finding them helpful and friendly.

Less positively, many felt that the conference was held in too small a city and difficult to reach by travel. Respondents also expressed dissatisfaction with the housing for the conference. While some commented on the limited accommodations available in Urbana, others expressed dissatisfaction with the dorms where temperatures were experienced as either too hot or too cold. Some thought that the distance between the dorms and meeting locations was too long. In addition, many respondents commented that the meeting rooms were not appropriately sized for the number of people attending the events – while some rooms seemed too big, others could not hold everyone interested in the event. Finally, there were a number of comments about the lack of protein in the vegetarian lunches that were provided, which may have affected satisfaction ratings for the dining arrangements.

A few respondents also mentioned a lack of attention to persons with disabilities and special needs. When planning future conferences, special attention should be paid to those with disabilities, to ensure equal access for all attendees. Also, when planning future Biennials, the locations of the accommodations as well as the sizes of the meeting rooms should be closely considered. Many suggestions were made to hold the next Biennial in more of a "community setting."

Reasons for Attending the Conference

Reasons for attending the conference were also rated on a Likert scale ranging from 1 (*not at all important)* to 5 *(very important)*. Table 2 displays the mean ratings for reasons for attending for the current conference and the previous five conferences (Woods & Wilson, 2003). The highest rated reason for attending was to acquire new ideas or theories (*M* = 4.30, *SD* = 0.81), and the lowest rated reason was to take a break or vacation (*M* = 2.28, *SD* = 1.27). Other reasons for attending included discussions about teaching, international cooperation, as well as networking and collaboration opportunities. One person even mentioned attending the conference as a means of recommitting him or herself to SCRA. Table 2 illustrates that the ratings for this year's conference are very similar to those of past Biennials.

Conference Content

Approximately 86% (*n* = 187) of survey respondents were presenters at the Biennial. The 2005 conference presentations consisted of 94 poster presentations, 99 symposia, 46 roundtables, 36 innovative sessions, 10 town meetings, 8 interest group meetings, 5 plenary sessions, 3 reception/banquet presentations, and 2 workshops, for a total of 303 presentations. Eight hundred nine (809) authors were listed in the program. The conference also included 12 special events, 4 invited presentations, and two mentoring sessions. Based on a content analysis of the session

Table 2
Mean Reason for Attending Biennial Ratings by Conference (1997-2005)

	Chicago 1995	Columbia 1997	New Haven 1999	Atlanta 2001	Las Vegas, NM 2003	Urbana, IL 2005
Acquire new ideas/theories	4.3	4.3	4.4	4.4	4.30	4.30 (SD=.81)
Learn about new developments in field	4.4	4.4	4.4	4.4	4.26	4.28 (SD=.81)
Acquire new factual information	3.9	3.8	3.7	3.9	3.72	3.56 (SD=1.10)
Meet new people	4.0	4.1	4.0	4.2	4.05	4.05 (SD=.96)
Learn about community psychology	N/A	N/A	N/A	N/A	3.09	2.67 (SD=1.44)
Receive mentoring	3.7	3.6	3.7	3.9	3.35	3.05 (SD=1.34)
Present work	3.5	3.7	3.6	4.0	3.93	3.83 (SD=1.32)
See friends/ colleagues	3.5	3.7	3.7	3.9	3.61	3.86 (SD=1.32)
Take a break/vacation	2.5	2.5	2.6	2.7	2.64	2.24 (SD=1.27)
Attend special interest groups	2.7	2.4	2.5	2.8	2.15	2.58 (SD=1.35)
Get rejuvenated, inspired	N/A	N/A	N/A	N/A	N/A	3.99 (SD=1.10)
Other reasons	N/A	N/A	N/A	N/A	3.79	4.91 (SD=.30)

Note: Items were rated on a 5-point scale, where 1 = *not at all important* and 5 = *very important*.

Table 3
Distribution of Presentation Subjects

Subject	# of Presentations	% of Presentations*
School Issues, Curricula, Learning	92	18.4
Prevention/Positive Development Efforts and Programs	85	17
Race and Cultural Issues/Diversity	84	16.8
Program Evaluation, Outcomes, Assessments	83	16.6
Political Activity, Citizenship, Policy, Social Justice	81	16.2
Program Development, Community Collaboration	77	15.4
Mental Issues, Health, Treatment	72	14.4
Social Support, Self Help, Mutual Aid, Peers, Mentoring	64	12.8
Violence, Crimes	61	12.2
Community Psychology Issues	56	11.2
Methodology, Measures, Implementation	41	8.2
Individual Adjustment, Well Being, Coping	39	7.8
Family Issues, Diverse, Bereavement	39	7.8
Sense of Community, Community Building	38	7.6
Legal System and Issues, Delinquency	33	6.6
Professional Training, Students, Service	33	6.6
Empowerment, Leadership, Advocacy	30	6
Action Research	29	5.8
Health and Medical Programs, Treatments, Issues	24	4.8
Participatory Research	22	4.4
Service Providers and Workers	21	4.2
Gender Issues	18	3.6
Drugs and Alcohol	17	3.4
Ethics/Values	17	3.4
HIV/AIDS	16	3.2
Identity Development	16	3.2
Spirituality	15	3
Economic Issues, Employment	14	2.8
Homelessness	14	2.8
Women's Issues	10	2
Workplace Issues	10	2
Disability Issues	9	1.8
Person-Environment Fit Issues	7	1.4
Sex and Sexuality	6	1.2
Sexual Orientation, Education, Issues	6	1.2
Technological Issues and Tools	6	1.2
Media	5	1
Poverty and SES	2	0.4
Epidemiology	2	0.4
Suicide	1	0.2

The total number of presentations analyzed was 203. Percentages total more than 100% because presentations may have multiple applicable population descriptions.

abstracts (see Table 3), the two most common presentation subjects were school issues, including curricula and learning (92 presentations); closely followed by prevention and positive development efforts and programs (85 presentations); race, cultural, and diversity issues (84 presentations); program evaluation and outcomes assessment (83 presentations); as well as topics related to political activity, citizenship, social policy, and social justice (81 presentations). The least frequently reported topics were suicide (1 presentation), epidemiology (2 presentations), and poverty/ social class (2 presentations). As depicted in Table 4, the most common populations studied were youth (110 presentations) and ethnic minorities (99 presentations), while the least studied pop-ulations were the elderly (2 presentations), legislators, politicians, and government workers (2 presentations), the police (4 presentations), and refugees and war crime victims (4 presentations).

Respondents were asked to evaluate the content of the conference. Using a Likert scale ranging from 1 (*strongly disagree)* to 5 (*strongly agree*), participants were asked how the content of the conference reflected various aspects of Community Psychology. Table 5 illustrates the mean ratings for the conference content areas for the last conference as well as the previous six Biennials. Although respondents felt that the overall quality of the conference content was high (M = 3.99, SD = .76) and that the conference program reflected the scope (M = 4.03, SD = .86) and values (M = 4.17, SD = .89) of the field, they seemed slightly less convinced that the conference provided a sufficient emphasis on how research contributes to theory (M = 3.75, SD = .95), sufficiently represented social policy issues (M = 3.68, SD = .99), placed sufficient emphasis on how research contributes to action (M = 3.54, SD = .99), and placed sufficient emphasis on applied work (M = 3.60, SD = 1.01). However, all content related ratings for the 2005 Biennial were on par with and in most cases to the higher end of the ratings reported for previous conferences.

To gather more information about preferences for future conference content, survey respondents were also given the opportunity to elaborate on their ratings by writing comments. Some attendees felt that the focus of some presentations was too clinical and did not reflect the values of SCRA. Topics that were suggested to be focused on more in the future included reproductive health, gender identity and issues, feminist views, as well as aging, the elderly, and issues related to people with disabilities. Many respondents expressed the feeling that the conference was still dominated by white males, and that there was a lack of diversity of points of view in the presentations. Others suggested that the conference focus more on where the field is going instead of reporting on the status quo. A few respondents wanted to see more "action oriented" topics.

Mentoring Activities

Mentoring activities were greatly expanded at the 9th Biennial and these activities were again featured at the 10th Biennial. An extensive

Table 4
Distribution of Populations Studied

Population	# of Presentations	% of Presentations*
adolescents/youth	110	22
ethnic minorities	99	19.8
faculty/researchers	62	12.4
immigrants/international/indigenous	58	11.6
females	53	10.6
school groups and institutions	52	10.4
groups/organizations	51	10.2
children	46	9.2
neighborhood/community	42	8.4
low income, disadvantaged, disenfranchised	40	8
professionals/service providers	37	7.4
urban populations	37	7.4
college/university/graduate students	36	7.2
people with mental illness	25	5
adults	23	4.6
trauma, crime, and disaster victims	19	3.8
people with disabilities	17	3.4
incarcerated/offenders	13	2.6
lesbian/gay/bisexual/transgender	13	2.6
rural populations	11	2.2
caretakers/volunteers/paraprofessionals	11	2.2
sex and gender groups	9	1.8
males	9	1.8
substance abusers / in recovery	6	1.2
refugees and war crime victims	4	0.8
police/law enforcement	4	0.8
legislators/politicians/government workers	2	0.4
elderly	2	0.4

The total number of presentations analyzed was 303. Percentages total more than 100% because presentations may have multiple applicable population descriptions.

mentoring section was, therefore, added to the evaluation in 2003. Approximately one third (32%) of survey respondents participated in the mentoring activities, with 23.9% participating as mentees and 8.7% participating as mentors. A few of the participants (1.8%) attended all mentoring sessions – orientation, small group, and individual; 24.3% attended the small group only; 18.8% attended the orientation and small groups; and 14.2% attended the small group and individual sessions.

Responses to items pertaining to the sessions were scored on a Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). Table 6 displays the satisfaction ratings with the orientation, small group, and individual mentoring sessions. Only the responses of the mentees were included in this summary. As evident in Table 6, participants responded favorably to all items. The individual mentoring sessions received the highest satisfaction rating, but all of the mentoring sessions were rated positively. Those who attended the mentoring sessions as mentees felt that all three types of sessions were worthwhile and should be continued at future conferences.

In their written comments, many respondents said that the mentoring sessions were helpful. One person commented that it was the most inspiring part of the conference for them. Many respondents felt that the range of topics should have been larger. They also suggested that the mentoring sessions be designed for those who are not yet in graduate school, as well as for those who already are. Time conflicts between the mentoring sessions and interest group meetings were mentioned as well. Those who did not attend the mentoring sessions mentioned reasons for not attending included sessions being full and lack of knowledge about the sessions. Many also expressed that they were excited about the opportunity, but were too busy or had scheduling conflicts with other activities being held at the same time.

Preferences and Recommendations for the Next Biennial

On a scale of 1 to 10, the average rating of the overall value of the conference was 7.75 (*SD* = 1.60). Survey respondents noted that generally they plan to attend the next Biennial, with an average rating of 8.34 (*SD* = 1.96) out of 10. Respondents tended to prefer having the conference at the same time of year as the current conference (62.4%) or in early summer (20.6%). About half of respondents (53%) preferred holding the conference on a college campus, while 20% of respondents did not have a setting preference, and 19.3% had multiple preferences. When asked about a preferred international region for a future Biennial, Australia, Latin America, and Europe were mentioned, as well as India, Singapore, Germany, Spain, Portugal, New Zealand, and Russia. One respondent said "anywhere other than the US." With regard to length of the meeting, slightly less than half of the respondents (45%) favored 3 days, but slightly less than one third (30.7%) requested the meeting be 3.5 to 5 days. When asked to consider cost, full fees for professionals and student discounts were the preferred fee type (74.3%). Some respondents also suggested discount or special fees for international attendees, low-income attendees, and non-member guests (e.g., spouses of attendees), as well as partial fees with student discounts.

Preferences for presentation formats of the next Biennial were also rated on a Likert scale ranging from 1 (*would like fewer*) to 5 (*would like more*). Table 7 summarizes the content preferences for the 8th, 9th, and 10th Biennial

Table 5
Mean Agreement Ratings of Conference Content by Conference (1993-2003)

	Williamsburg[a] 1993	Chicago[c] 1995	Columbia[a] 1997	New Haven[b] 1999	Atlanta[a] 2001	Las Vegas, NM[b] 2003	Urbana[a] 2005
Reflected scope of field	3.4	3.6	3.3	3.9	4.0	3.7	4.03 (SD=.86)
Reflected values of field	3.3	3.6	3.4	3.8	4.2	3.6	4.17 (SD=.89)
Sufficient emphasis on research contributing to theory	3.3	3.5	3.2	3.7	3.8	3.5	3.75 (SD=.95)
Represented social policy issues sufficiently	3.1	3.7	3.1	3.6	3.5	3.4	3.68 (SD=.99)
Sufficient emphasis on research contributing to action	3.0	3.3	3.2	3.6	3.8	3.4	3.54 (SD=.99)
Represented applied settings sufficiently	3.0	3.3	3.0	3.5	3.5	3.4	3.60 (SD=1.01)
Overall content quality high		N/A	N/A	3.9	4.1	3.6	3.99 (SD=.76)

Notes:
[a] Items were rated on a 5-point scale, where 1 = strongly disagree and 5 = strongly agree.
[b] Items were rated on a 5-point scale, where 1 = strongly agree and 5 = strongly disagree , but were transformed here to correspond with others' scale.
[c] The direction of the 5-point scale used is uncertain given conflicting evidence reported by Ferrari and Tadavich (1996).

Table 6
Mean Mentoring Satisfaction Ratings by Session Format

	Orientation Session	Small Group Sessions	Individual Program
Provided strategies for getting the most out of the conference	3.33 (SD=1.19)	3.35 (SD=1.56)	3.67 (SD=1.5-6)
Made attendees feel welcomed	4.17 (SD=.71)	4.24 (SD=.98)	4.23 (SD=.72)
Provided an opportunity to get support from peers	3.94 (SD=.87)	4.04 (SD=1.00)	4.21 (SD=.89)
Provided an opportunity to get support from peers	4.28 (SD=.90)	4.26 (SD=1.06)	4.5 (SD=.94)
Was worth attending	4.00 (SD=1.08)	4.27 (SD=1.02)	4.43 (SD=1.0-2)
Should be repeated	4.50 (SD=.62)	4.58 (SD=.70)	4.64 (SD=.84)

Note: Items were rated on a 5-point scale, where 1 = *strongly disagree* and 5 = *strongly agree*.

Table 7
Mean Future Content Preferences by Conference (2001-2005)

	Atlanta, GA 2001	Las Vegas, NM 2003	Urbana, IL 2005
Symposia	3.2	2.90	3.20 (SD=.90)
Panel discussions	N/A	3.17	3.46 (SD=.86)
Workshops	3.5	3.58	3.66 (SD=.91)
Invited addresses	3.2	3.10	3.12 (SD=.78)
Interest group/Committee meetings	3.2	3.19	3.25 (SD=.69)
Poster sessions	3.1	3.23	3.23 (SD=.71)
Resource fair	N/A	3.60	3.43 (SD=.93)
Innovative sessions	3.7	3.66	3.71 (SD=.86)
Pre-conference workshops	3.0	3.18	3.25 (SD=.88)
Conversation/Open meetings/Roundtables	3.5	3.62	3.80 (SD=.90)
Conference dinner	3.2	3.30	3.31 (SD=.86)
Mentoring sessions	N/A	3.23	3.47 (SD=.83)
Other	N/A	3.57	4.07 (SD=1.00)

Note: Items were rated on a 5-point scale, where 1 = *would like much fewer* and 5 = *would like much more*

conferences. Overall, preferences for the format of the next Biennial were similar to those in past years. Some presentation formats have become more favorable over the years, including panel discussions, pre-conference workshops, less formal formats, such as open meetings and roundtables, and mentoring sessions. About half of the respondents (48%) did not see workshops offering continuing education units (CEUs) as important; 12% felt that they were somewhat important; and 16% felt that CEUs were important or very important.

When asked to make suggestions for the format of the next Biennial, many respondents commented that the balance of events during this year's conference worked well. An increased opportunity for discussion was suggested, as well as more workshops, more time for questions after the plenary sessions and symposia, and more interaction with the host community. Many people mentioned wanting to see more dialogue. One frequent suggestion was to include more participants and presenters from other disciplines such as sociology, education, public health, and philosophy.

Discussion

This report summarizes the results of the evaluation of the 10th Biennial Conference. Overall, participants continue to enjoy the SCRA Biennial Conference's unique structure and were satisfied with the conference. Attendees who participated in the evaluation felt the conference was valuable and plan to attend future Biennials. The atmosphere was considered encouraging, invigorating, informative, and collaborative; and participants benefited from the mentoring sessions. Participants especially enjoyed talking, connecting, and networking with others in the field as well as the exposure to the current efforts in community psychology. Many participants were satisfied with the conference content and session formats. Based on the presentation abstract content analysis, the presentations were consistent with the theme of the conference, as race, diversity, and cultural issues; program development and community collaboration; and people of color were the most commonly examined topics and populations. The satisfaction ratings were consistent with the evaluations of previous Biennials (e.g., Salem et al., 2000; Tandon et al., 2001), however the 8th Biennial particularly was noted for its organization. It should be noted that the on-line registration, which was new with this Biennial, was viewed quite positively by the conference attendees.

Despite positive feedback regarding the content of the meeting, some participants were dissatisfied with conference accommodations, particularly transportation, food, lodging, and meeting space. Participants appreciated the emphasis on diversity in the selection of the conference site but recommended that future conferences be held in a location that is better equipped to accommodate a large conference. Of particular concern was the lack of accommodations for participants with disabilities. Future conference organizers should carefully attend to issues of accessibility. There were also somewhat conflicting desires expressed by our participants. On the one hand, there was a wish to be closer to "community settings"; on the other hand, respondents commented negatively on the relative inconvenience related to having to travel to and meet in a more rural setting. It is not clear to what extent this is an expression of the more urban orientation of the field as opposed to the urban life styles of many attendees. We would like to suggest that future conference organizing team should not exclude settings that are more remote, perhaps even a site outside the U.S., as they offer different experiences that can enrich our understanding of non-urban and cross-cultural settings.

The current conference planners heeded several of the recommendations made in the evaluations of prior Biennials (Hill, 2003; Tandon et al., 2001). For example, in accordance with recommendations, conference planners attempted to provide healthier snacks and vegetarian lunch options, which continued to receive recommendations for improvement. Planners arranged transportation between conference site and hotels and reserved rooms at inexpensive hotels. Many sessions, such as roundtables, allowed attendees to reflect and participate in substantive areas of interest, and many participants felt that the program content was consistent with the conference theme.

Some aspects of the conference, however, were not consistent with prior recommendations. For example, although comments were made in evaluations of past Biennials regarding the need for a central location for informal conversations and meetings, explicit instructions and expectations about all presentation formats, and effective scheduling

of interest group meetings, attendees at the 10th Biennial continued to express some of these same concerns.

Some limitations of evaluating the conference should be considered. The survey response rate was less than 40% and the degree to which the survey respondents were representative of all conference attendees could not be determined because the demographic information of all conference attendees was not available. However the present evaluation did attempt to remedy several weaknesses that had been noted regarding past evaluation surveys. For example, the direction of Likert scale ratings were made consistent throughout the evaluation tool and, based on concerns about sensitivity of socio-demographic information, the demographic section of the evaluation was revised based on NIH suggestions and feedback from representatives of a variety of populations. Additionally, the option of completing the evaluation on-line in addition to at the conference was available, and gave conference participants who either forgot to submit their evaluation or had to leave early another opportunity for input. As web-based technology for registration and surveys becomes more accessible and easier to set up it seems to offer a valuable tool for SCRA Biennial Conferences.

References

Ferrari, J. & Tadavich, D. (1996). Evaluation of the first five biennial conferences on Community Research and Action. *The Community Psychologist, 29,* 5-9.

Hill, J. (2003). *Ninth biennial conference on Community Research and Action: Final report and recommendations*. Unpublished manuscript.

Martin, P., Lounsbury, D., Nguyen, H., Randall, K., Legaspi, A., Siebold, W., Thomas, O., Lewis, K., & Davidson, W. (1999, June). *An analytic review of the American Journal of Community Psychology (1993-1998): A preliminary report*. Paper presented at the Seventh Biennial Conference of the Society for Community Research and Action, New Haven, CT.

Salem, D.A., Chinman, M.J., Gillum, T., Legaspi, A., Lewis, D.K., Seabrook, L., Scrimenti, K., & Tate, D.C. (2000). The seventh biennial conference for the Society for Community Research and Action. *The Community Psychologist, 29,* 5-9.

Tandon, D., Mashburn, A., & Holditch, P. (2001). *The 8th biennial conference of the Society for Community Research and Action: Evaluation and recommendations.*

Woods, L.N. & Wilson, M.N. (2003). "Incorporating Diversity: Moving from Values to Action": Evaluation of the 9th Biennial Conference of the Society for Community Research and Action. *The Community Psychologist, 36,* 43-49.

[1] We would like to thank the organizers of the 10th Biennial Conference of the SCRA and the University of Illinois at Champaign-Urbana.

[2] Please direct correspondence to Margaret Davis, Dickinson College Psychology Department, P.O. Box 1773, Carlisle, PA 17013: davismar@dickinson.edu

SPECIAL FEATURE

The Community Student

edited by Carrie E. Hanlin and Mike Armstrong

Talking the Talk and Walking the Walk: Integrating Values into Praxis

Deanne Dworski-Riggs
Peter Drake
Wesleyan University

Since its inception, community psychology has walked a fine line between being a science and taking the pursuit of value issues seriously. Recently, community psychologists have begun to question whether our discipline needs to continue their courtship of conventional science (Hess, 2005). Rappaport wrote an article entitled "Community Psychology is (Thank God) More Than Science" in which he challenged the notion that our field needs to limit itself to what is traditionally considered "good science" (Rappaport, 2004). Although scientists have long held that scientific inquiry needs to be value-free, community psychologists have rejected this assumption. Instead, community psychology claims that while science can tell us where we are, only vision and values can tell us where we need to go (Nelson and Prilleltensky, 2004; Fondacaro and Weinberg, 2002). Thus, if we expand our concept of science we can incorporate values into our theories and actions. As we move towards a value-based praxis, more work must be done to theorize and research what our values are and how they should guide our field.

Although community psychologists discuss the importance of values for their work, we have yet to create a framework for how these values should be integrated into research and action (Fondacaro and Weinberg, 2002). We must start by defining the values of our field, our own personal values as researchers and research groups, and the values of the communities we are working with. We also must create methods for negotiating values and mediating differences and conflicts between the values of different groups. Finally, we must let these negotiated values guide our praxis.

If our field is to fulfill their promise of creating social justice, it seems logical that we must begin by defining what we mean by social justice and what our values are in general. Prilleltensky (2001a) has created a set of criteria with which to guide our selection of values. He argues that values should "guide the processes and mechanisms that lead toward an ideal scenario," "avoid dogmatism and relativism," "be complementary and not contradictory," and finally "promote personal, collective, and relational wellness" (Prilleltensky, 2001a). Since each individual has a specific set of values, it is foreseeable that the process of value selection could be difficult, since it is likely that differing and often conflicting values will most likely exist within a diverse group of individuals.

As for our field, Prilleltensky (2001a) has suggested a list of values that include: self-determination, health, personal growth, social justice, support for enabling community structures, respect for diversity, collaboration, and democratic participation. The concepts included here appear to be moral goods which most people would support; however, if we truly value concepts such as respect for diversity, self-determination, collaboration, and democratic participation then it is not enough for researchers to decide on a set of values and let those values guide their work with

communities. Rather, we must join with communities to decide on a set of values that is appropriate to guide our collaborative work in each specific context. Not only is negotiating values with the community important if we are to uphold our value system, "research has shown that commitment to clear and consensually agreed upon purposes or goals is important for partnerships" (Prilleltensky, 2001b, p. 657). Thus, if we are to effectively integrate values into our research and action we must include communities in the discussion and selection of values.

> If our field is to fulfill their promise of creating social justice, it seems logical that we must begin by defining what we mean by social justice and what our values are in general.

Involving community partners in value negotiation is an important yet challenging aspect of creating a value-based praxis and one that demands more attention. It is likely that community members will not share the same values as the community psychology researchers since individual and contextual factors influence values and most community psychologists come from academia whereas most of our community partners come from oppressed communities. Prilleltensky suggests that "some incongruence is natural, inevitable, and desirable" (Prilleltensky, 2001b, p. 657); however, "when there is substantial value incongruence between partners a successful value-based partnership is unlikely" (Prilleltensky, 2001b, p. 657). More work must be done to clarify these distinctions. How much disagreement is acceptable? How much agreement is necessary?

During the process of value negotiation, we must begin by critiquing the status quo and envisioning a better future based on our shared values. Although we might disagree on some values, we must strive to develop a set of shared values with which to guide our collaboration in creating meaningful, transformative change. As for the values that differ or conflict, we must continue to discuss them until we understand how they relate or don't relate to the context we are working in and the community with whom we are working. It may be the case that some of our values are not relevant to our community partners. For example, if working with a group of disabled individuals it might be more helpful to concentrate on the value of interdependence rather than independence (Prilleltensky, 2001a). In other cases, the stakeholders may come to see the relevance of some community psychology principles they did not accept at first once they have established an open and trusting relationship with the researchers. In the case of differing values, the researchers must not attempt to simply impose their values on the community. Not only would such an act be a violation of community psychology values, it would negate the partnership which the researchers are trying to create. Throughout these negotiations, humility and compromise on the part of the researcher are critical, especially given the power differential between researchers and the communities with which they collaborate (Mohatt et al., 2004). Researchers are usually seen as experts, and often have access to knowledge and resources that the communities need. If compromise cannot be researched on certain values, then it is best for the collaborators to focus on agreed upon values or decide that a value-based collaboration is not possible at the time. If stakeholders can agree upon a set of values to guide their work, it is our belief that such as beginning to a partnership will gave strength, solidarity, and direction to the intervention. This value negotiation process is another aspect of what happens "before the beginning" which will certainly have a significant impact on the intervention (Sarason, 2004). Therefore, we must research and write about this process so that we can increase our knowledge, skills, and successes in creating value based partnerships.

We contend that, in most instances, stakeholders will be able to generate some set of values upon which they can all agree. This statement is especially true when we collaborate with "oppressed" groups (as we usually do) because our values are geared to creating more fair and equitable living conditions for everyone (which would especially benefit those that are currently oppressed.) Though we feel that collaborating with oppressed groups is important, we believe that in order to create sustainable, transformative change we must also work with the "oppressors." Thus far, community psychology has not given much attention to this group. It seems impossible to get to the root of the oppression without including them in the change process. If we do choose to collaborate with people who have power and resources, this move might seem to jeopardize our value-based approach. It is likely that those with power and resources would be reluctant to give up said assets, and are quite probably reasonably content with the status quo. Their values, instead of guiding us to an ideal situation, would be structured around defending the status quo. Such values as racism, sexism, or ageism, could arise to justify the unequal distribution of power and resources that exists. In our framework of value-based praxis, we have not dealt with the question of what to do if we believe that we must change a value of the community in order to work towards social justice. One solution could be to have a more extensive critical education process with the people in power. Another solution could be to continue to focus on common values and build bridges between oppressed and oppressors, with the hope of gradually changing the values of the oppressors. Any attempt to change a group's values seems subversive, yet there are certain values to which we can neither agree nor ignore if we are to fulfill our promise of social justice.

Of course, coming up with a communal set of values is just the beginning. From there, we must adjust our methods and practices to fit the values we have selected. This process requires flexibility and creativity in methods, which pushes us to continue to broaden our conception of "good science." For example, participatory action research and story telling methods were used with Alaskan Natives in order to honor their oral traditions and cultural values (Mohatt et al., 2004). By allowing the community's values to guide the research methods, the researchers were able to create more accurate knowledge that was culturally and morally acceptable.

Once the intervention has occurred, the evaluation must also take into account the group's set of values. This step is especially important to hold collaborators accountable to the values and goals they selected, and to ensure that those values are indeed guiding their work. If the results show that the goals were not achieved, then either the values must be renegotiated or the intervention needs to be changed to better reflect the group's values. In this way, values can drive the cycle of action and reflection to establish value-based praxis.

As community psychologists, we need to "talk the talk and walk the walk" when it comes to values. We need to learn how to negotiate values with communities, even when our community partners don't necessarily share our values. And, we need to learn how to incorporate the agreed upon values into our work.

References

Fondacaro, M. R. & Weinberg, D. (2002). Concepts of social justice in community psychology: Toward a social ecological

epistemology. *American Journal of Community Psychology*, 30(4), 473-492

Hess, J. Z. (2005). Scientists in the swamp: Narrowing the language-practice gap in community psychology. *American Journal of Community Psychology*, 35(3/4), 239-252.

Mohatt, G. V., Hazel, K. L., Allen, J., Stachelrodt, M. Hensel, C. and Fath, R. (2004). Unheard Alaska: Culturally anchored participatory action research on sobriety with Alaska Natives. *American Journal of Community Psychology*, 33 (3/4), 263-273.

Nelson, G., & Prilleltensky, I. (2004). *Community psychology: In pursuit of liberation and well-being*. London: Palgrave Macmillan.

Prilleltensky, I. (2001a). Value-based praxis in community psychology: Moving toward social justice and social action. *American Journal of Community Psychology*, 29(5), 747-779.

Prilleltensky, I. (2001b). Building value-based partnerships: Toward solidarity with oppressed. *American Journal of Community Psychology*, 29(5), 649-677.

Rappaport, J. (2005). Community psychology is (thank God) more than science. *American Journal of Community Psychology*, 35(3/4), 231-238.

Sarason, S. (2004). What we need to know about interventions and interventionists. *American Journal of Community Psychology*, 33(3/4), 275-277.

Radical or Logical? Moving CP Training Outside of Academia

Marcie D. McKay
Wilfrid Laurier University, Ontario, Canada

I am excited in many ways to be part of the Community Psychology program at Wilfrid Laurier University in Waterloo, Ontario. Yet as I delve deeper into the piles of readings assigned by my professors and mentors, I become more and more disillusioned about community psychology's (CP) place in academia. I am not implying that CP courses should not be taught or that CP faculty should not work in universities. However, I am implying that there may be a more viable and logical option for CP training. I make this statement based on the disconnect between university values and CP values and our need as a discipline to better integrate theory and research with practice and action. Levin & Greenwood (2001) demonstrate a similar belief:

> Universities, as institutions charged with the generation and transmission of knowledge, have created a variety of conditions inimical to the practice of action research and thus to competent knowledge generation, thereby producing poor quality knowledge and isolating themselves unproductively from the societies they claim to serve. (p.103)

CP is a community-based field. It is grassroots to some extent and many of us want jobs that will allow us to work in the system, becoming activists, community interventionists and prevention workers. It makes sense to hold our professional training in settings congruent with this line of thinking. I do realize that universities are a "part" of the community. However, a great deal of the citizens we will be working with may not be highly educated and settings such as universities may prove to be intimidating. From personal experience, I know that many people see those who attend university as "better than" or as "experts" and "all-knowers" – people they should be suspicious of and will never be equal to. Is this the type of message we want to send?

In essence community psychology is about working with the people, for the people from the ground up. Universities breed hierarchies, top down approaches, and are driven by numbers, research, dollars and cents. We are merely student numbers within such institutions and administrators care only about the recognition we can bring them. The population in universities is still predominately white middle-class and there is great competition caused by ranking, scholarships, awards and grading systems. Such an environment is not consistent with CP values of diversity, equality, fairness, participation and health.

I do feel that our CP program has its own unique set of values and rules apart from the rest of the university. Our faculty is compassionate about social issues and wants the best for their students. Yet, the 'big ivory towers' are housing our small group and in ways we cannot help but be influenced by its policies, rules and competition. Faculty is regulated on what they can teach, who they can hire and what grades they should be assigning. This occurrence is what Prilleltensky, Walsh-Bowers, and Rossiter (1999) refer to as "systemic entanglements" – being accountable to several masters. In this case accountability would be to other faculty, department heads, deans, chancellors and presidents. As a result, I see our department following the status quo that we speak about challenging in class. Sarason (1981) provides a congruent perspective by describing psychologists as successfully conditioned to not deviate from the intellectual order prescribed by the contemporary, ideological atmosphere. In addition, Nelson & Prilleltensky (2004) ask, "How can we change ourselves, others, and society when we are very much part of the system that resists change?" They elaborate by discussing the need for community psychology values to begin at "home" (the places we live, work, study, and train).

There are too many disconnects, contradictions and rules within the university setting to fully integrate our professional, political and personal values and become fully functioning community psychologists. Consequently, I will not simply leave you with my ramblings and critiques, but will build you a very "utopic", yet logical image of CP training outside of the university. Discussions with professors at Wilfrid Laurier further reinforce this 'radical' conception.

Colleen Loomis* (personal communication, February 8, 2005) suggests that this idea to move CP outside of the academy takes earlier initiatives for creating alternative settings for training community psychologists to the next level. Jim Kelly (1970) suggested that CP establish a place where community psychologists at various stages of their career (students, practitioners, and academics) would bring their families and come together in a lodge-like setting to work side-by-side on action projects. The development of Community Action Research Centers (CARC, e.g., Puerto Rico) by Bob Newbrough and his colleagues (1997) have implemented Kelly's idea. The radical proposal to move CP education outside of the academy takes these earlier visions and efforts to the next level.

Ideally, a training school of community psychology would be set up in the larger community, close to the poverty and powerlessness we seek to transform. We would be housed in an informal setting, inside a home or other building unrepresentative of a typical institution. The government would fund the CP program as a training institute. Our faculty would be hired based on their community experience, research experience and mentorship capabilities, not simply on their funding and publications. Class schedules and courses would be created with student input and would be based on student development needs. Grading would not exist; one would simply pass or fail by meeting or not meeting requirements. However, feedback would be given on an ongoing basis and revisions of assignments would be required. Most importantly, the community would have a stake in the CP school. Community agencies and organizations would also fund the school with the agreement that students would complete field practicums

within their organizations. This way, agencies could have tools such as evaluations and proposals completed free of cost and students would gain valuable experience at the same time. A community-based approach to training would introduce students to 'multiple mentors' using an apprenticeship style of learning (Loomis, 1998). Students would be exposed to mentors and advisors who hold practical experience, thus gaining a stronger understanding of CP values, issues, and approaches than one would with a single academic-based mentor. In addition, community speakers would be brought in on a regular basis to further create linkages and cooperation. The wider community would be made aware of the CP school through tours, workshops, presentations, wellness fairs and community outreach projects. As well, the CP school could set up a resource or service run by CP faculty and students based on a community need. Or perhaps the school could take an activist approach – lobbying for groups and individuals to impact policy. Furthermore, action approaches would be more probable outside of a regulatory university setting. A board of faculty, students, community agency representatives and community members would meet monthly to discuss any problems or concerns, work through conflict and build partnerships. According to Sarason (1982), many of the problems in schools are a result of institutional hierarchy. Therefore, in the proposed alternative setting for CP training there would be no hierarchy. Instead, faculty members would take turns carrying out specific administrative tasks.

The creation of such a school would not be easy or without its problems. I have created an image of CP training functioning without university influence and gaining credentials based on community recognition and partnerships. Other researchers have echoed similar approaches, but have used university partnerships to develop CP institutions outside of academia. For an in depth example, the work of David L. Snow is of use (Wolff, 1999). Snow discusses the development of The Consultation Center which offers CP services, training and research due to collaboration between Yale University, the Connecticut Mental Health Center and the Community Consultation Board (a private, non-profit organization). This development has led to a growth in training and employment opportunities and the growth of an institutional base for CP.

From the work and words of other CPers and community professionals it is my belief that we should follow the words of Carolyn Swift (Wolff, 1999) and become "pioneers" by creating our institutional base in the community itself. Future CPers would be better equipped to do their jobs if their learning environment was consistent with the values they learn. It will be difficult for our discipline to grow in the ways recommended by our predecessors if we remain in an institution that oppresses us like the disenfranchised citizens we support in communities around the world.

References

Kelly, J. G. (1970). Antidotes for arrogance: Training for community psychology. *American Psychologist*, 25(6), 524-531.

Levin, M. & Greenwood, D. (2001). Pragmatic action research and the struggle to transform universities into learning communities. In Reason, P. & Bradbury, H. (Eds.), *Handbook of action research: Participative inquiry and practice*. London: Sage Publications.

Loomis, C. (1998). Creating an apprenticeship: An alternative to "surviving" graduate school. *The Community Psychologist*, 31(2), 29-30.

Nelson, G., & Prilleltensky, I. (Eds.). (2004). *Community psychology: In pursuit of liberation and well-being*. New York: Palgrave/Macmillan.

Newbrough, J. R. (1997). *Community Action-Research Center Activity Report* (Report of Activity, Task Force, 1997): Centro Universitario de Servicios y Estudios Psicologicios (CUSEP) at the University of Puerto Rico and Vanderbilt University.

Prilleltensky, I., Walsh-Bowers, R., & Rossiter, A. (1999). Clinicians' lived experience of ethics: Values and challenges in helping children. *Journal of Educational and Psychological Consultation*, 10(4), 315-342.

Sarason, S.B. (1981). *Psychology misdirected.* New York: Free Press.

Sarason, S.B. (1982). *Culture of the school and the problem of change.* Boston: Allyn & Bacon.

Wolff, T. (1999). Practitioner's perspectives. In Rappaport, J. & Seidman, E. (Eds.), *Handbook of community psychology.* New York: Kluwer Academic/Plenum.

*I wish to thank Dr. Colleen Loomis of WLU for her valuable comments and encouragement during the conception of this article.

How to Collaborate in Research from a Student Perspective[1]

Jessica L. Vinograd[2]
University of Ottawa

Research that produces nothing but books will not suffice. – Kurt Lewin, (1948)

Community psychology teaches us the value of a holistic approach to research (Nelson & Prilleltensky, 2005), one which proactively seeks to minimize the harm which can potentially arise as a result of impersonal, invasive, or exploitative research (Reinharz, 1992). The primary research approach promoted by community psychologists is participatory and action-oriented. Community-based researchers are asked to involve those people affected by the research process and outcomes. Such a collaborative approach may take shape through participatory action research (PAR), a collaborative partnership between researchers and community members in the acquisition of knowledge and the achievement of positive social change (Nelson, Ochocka, Griffin, & Lord 1998; Nelson & Prilleltensky, 2005). Another way of involving the individuals whose lives may be affected by the process or findings of research is to elicit stakeholder participation on a steering committee (Patton, 1997), from which committee members can influence decision-making and learning processes. A steering committee may also function as an accountability mechanism by providing an outlet through which stakeholder voices can be heard.

Participatory action research and steering committee involvement are valuable systems for working toward the goal of a research process that is done with people, rather than for them or to them (Taylor & Botschner, 1998). Not all collaborative approaches attain this goal. With attention to the challenges and potential pitfalls (Isenberg, Loomis, Humphreys, & Maton, 2004) however, reaching the goals of PAR is possible. Involving people who are affected by research may lessen resistance, especially among those who may feel threatened by external researchers whose findings and conclusions may considerably affect their lives. With the input and guidance of community stakeholders, the research questions and objectives may be revisited and developed as the project progresses over time, in order to better address the phenomenon under study. When program stakeholders contribute to the process and planning of a study, there is likely more commitment to the project, and the likelihood is greater that the research findings will promote further action (Taylor & Botschner, 1998).

From the beginning of my studies in a graduate community psychology program, the importance of doing respectful research was emphasized. Consequently, when the time came to think about my own research, I consciously decided that any future research in which I was to be involved, in particular my master's thesis, would occur within a participatory framework, emphasizing collaborative partnerships and respect.

I soon learned, however, that what initially seemed so pragmatic and logical was at times both daunting and frustrating. Despite the challenges associated with adopting a collaborative perspective, I continue to advocate for and pursue this noteworthy research tradition. The following is an overview of my experiences in developing, implementing, and completing a collaborative community-based thesis, and how the challenges associated with turning theory into action were overcome.

Finding the Research

The primary purpose of my thesis was to assess the effectiveness of a cultural competency employee training program offered in a provincial, community-based child welfare agency (Vinograd, 2005). The study investigated the extent to which training influences the development of multicultural awareness, knowledge and skills. A further goal was to assess participant reaction to and satisfaction with the training experience.

An initial step in my venture involved extensive networking. First and foremost, I had to determine the phenomenon under study, as well as the context within which to investigate the issue. In what I regard as a "fortuitous coincidence," I found my research topic with considerable ease. Building on my undergraduate honour's thesis (Vinograd, 2003), I discussed my interests in cultural diversity during a meeting with my mentor and undergraduate thesis advisor, Bob Flynn. He informed me of a diversity initiative being developed and implemented in a child welfare agency in southwestern Ontario, near where I was attending graduate school. This particular agency had taken a proactive stance in addressing issues of multiculturalism and organizational diversity.

Given the discrepancy between the demographic composition of agency personnel and their distinctly multicultural clients, senior management made a conscious commitment to enhance service delivery. The promotion of culturally competent child welfare practice was addressed through ongoing diversity training for all staff. Not only was senior management determined to promote cultural competency through training, they were also eager to evaluate their efforts, to confirm that the curriculum was in fact achieving its intended goals of improving worker-client interactions.

My undergraduate mentor suggested that I contact his acquaintances at the agency to find out whether they would be interested in recruiting external researchers to complete an evaluation of the training program. This is where I came in. I telephoned Sharon Evans, Supervisor of Training and Development at the agency and introduced myself. Then, I was referred to Marlene dei Amoah, Supervisor of CARE Homes and Specialized School Programmes. Within a few weeks, my thesis advisor, Colleen, and I met with Marlene and Sharon to learn more about the training initiative and to discuss the possibility of a collaborative research relationship.

Understanding the Research Context / Explaining the Research Approach

During our initial meeting with Marlene and Sharon, Colleen and I learned about the impetus for improving interactions between agency staff and their multicultural clientele. We also learned more about the curriculum and training program (Maiter & Dumbrill, 2003). Our first meeting also gave us the opportunity to describe the concept and theory behind the participatory approach to research and to propose that our evaluation of the training program be grounded in this method. The idea was embraced by both Marlene and Sharon and they volunteered to assemble a steering committee.

Steering Committee Involvement

A primary objective of the thesis was to involve individuals who are directly affected by the process, outcomes, and potential actions generated based on the research findings. A steering committee was therefore assembled to guide the research design and method, as well as the learning and decision-making processes. The steering committee also ensured that the needs and requests of agency workers were respected throughout the study, discussed and revised items prior to survey administration, and assured that the study complied with Tri-Council Policy Statement for ethical research conduct.

Ideally, all individuals who are affected by a program should be represented in the steering committee including, in this case, agency employees, management, foster parents, service recipients, and community members. However, it was determined that bringing together such a comprehensive stakeholder group went beyond the scope of the thesis. Thus, the steering committee members of the study consisted of a cross-section of agency directors, managers, and supervisors.

Understanding the Program Intervention

With the approval of my agency contacts, I attended the first two-day training session offered to agency staff. The purpose of attending training was three-fold. First, it gave me an opportunity to familiarize myself with the curriculum. Prior to my participation I had seen the curriculum on paper only, thus limiting my ability to conceptualize how a participant might experience training. By attending, I became acquainted with the integration of theories, concepts, and program activities presented to trainees. Second, through a direct understanding of the curriculum, I was better informed for determining the research design, selecting and creating assessment protocols, and developing the research procedure. Finally, my presence allowed me to be a participant-observer. In other words, I experienced the program at the same time and in the same way as a group of agency employees, observing and developing a better understanding of the experiences and the reactions of other participants.

Determining the Research Design and Procedure

The next step in developing my collaborative thesis was to present a proposal for the method and procedure to the steering committee, with the intent of soliciting their input and feedback, and ultimately to reach consensus prior to beginning data collection. This process occurred during two meetings at the agency.

I began by developing a questionnaire to evaluate employees' satisfaction with training. In addition to this aspect, my advisor suggested I assess cultural competency itself and referred me to the literature on training culturally competent counselors and clinicians. A measure was selected. Then the survey was presented to the committee, which made slight modifications to the items to more accurately reflect the learning objectives of the curriculum and the work context. This part of the collaboration reflects a complex process involving individual student work, mentor's advice, and steering committee input. Respecting, integrating, and responding to each of these entities is challenging.

The process of modifying the survey items involved two researchers and four committee members deliberating over the precise wording, merit, and layout of approximately 115 survey items. For me, this experience was tedious, exhausting, and at times frustrating. One committee member in particular was meticulous

in examining the content and semantics of what seemed to be each and every item. During this time I felt overwhelmed and irritated—I was nervous that such close scrutiny and doubt would result in considerable alterations to the research I had proposed. In retrospect, I now realize that this process was important, if not essential to the success of the thesis. I had neglected to acknowledge that several survey items were of a sensitive and personal nature. If we had not been so careful in the presentation of these items, we risked compromising the emotional safety and well-being of the research participants. In essence, this was a necessary ethical exercise.

In addition to the survey items, I developed an open-ended focus group guideline to explore participants' lived experiences with and personal reflections on the training program. The focus group protocol was reviewed and approved by steering committee members, and a small subset of committee members participated in a pilot study of the focus group discussions to make certain that the content of the discussions were relevant and respectful. This participation facilitated the research process, ensuring buy-in from the agency. Also, the agency steering committee members contributed a lot of work by photocopying, distributing, and collecting the surveys. This assistance provided me with the additional time needed to run focus groups, transcribe, and analyze qualitative data in addition to entering the survey responses into SPSS and analyzing quantitative data.

Challenges

Challenges and obstacles are indisputable features of psychological research, and collaborative, community-based research is no exception. It is arguable that this type of research is even more challenging than laboratory-based studies. Research conducted in the "real world" is undeniably subject to real-world problems, including scheduling conflicts, multiple deadlines, differences of opinion, and conflicts of interest.

One of the first things I learned about community-based research is that it can take a great deal of time. It is not only dependent on the researcher's timeline and ability to set and meet goals, but also on the schedules and availability of steering committee members, administrative personnel, and research participants (Balcazar, Keys, Kaplan, & Suarez-Balcazar, 1998). Whereas the project at hand may be the primary focus of the researchers, it is important to recognize that steering committee members are often volunteering their time over and above their own job demands, and may understandably give precedence to their regular responsibilities and deadlines. Researcher patience and flexibility are valuable characteristics when doing collaborative research.

Another potential obstacle is difference of opinion between and among steering committee members (researcher members and agency members). Whereas, in most cases, committee members are working with researchers towards a shared goal, it is possible that individuals disagree concerning the best or most practical ways of achieving these goals. In my experience, the challenges of overcoming conflicts of interest occurred during the revision of survey items. What I learned from this experience is that it is vital to hear and to understand the input provided by all members, and to be flexible in revising and modifying the design, procedure, and research tools. Although it is frustrating to have someone question your hard work, open-mindedness and willingness to change may be to your advantage. Had the comments of the persistent committee member been discounted, it is likely that the respondents would have had adverse reactions to certain items, and perhaps would not have responded to the survey at all.

Strengths and Lessons

The quote presented at the beginning of this paper articulates how I feel about collaborative research. That is, the outcomes of research ought to be more than just books. In other words, research is about more than just words and numbers, articles and chapters. For me, it is about people and action. This is one of the many important lessons we are taught as community psychologists.

I believe that through the integration of a collaborative, community-based study, I was able to take a small step towards turning theory into action. Recently, we presented the findings of my thesis to a group of Ontarian social workers (dei Amoah, Evans & Vinograd, 2005) and to the agency employees in an internal organizational newsletter. The findings have implications for designing and implementing cultural competence training in other workplaces (e.g., other child welfare agencies within Ontario and across Canada and other organizations) (Vinograd & Loomis, under review). Such widespread implementation can potentially work towards mitigating the damaging consequences of racism, classism, sexism, religious prejudice, heterosexism, and other forms of discrimination. It is clear to me that the success of the research and the actions generated based on the results would not have been possible without the thoughtful, insightful, and vital input provided by the members of the steering committee.

The ten steps enumerated below summarize progress during my PAR master's thesis project: (1) networking with my previous advisor; (2) initiating new community contacts by introducing myself through a person already known to the community agency; (3) integrating the university where I was attending for my master's with the community agency—establishing a steering committee; (4) searching for resources—my individual student literature searches and developing new material; (5) working with my academic mentor, adding to and revising my work; (6) participating in the steering committee as a leader in presenting suggested tools; (7) participating in the steering committee as a member—listening and being receptive to changes to the ideas I presented; (8) sharing ownership with the committee, being flexible, revising, and persisting; (9) appreciating the collaboration, valuing the work the other team members gave to the project; (10) communicating research findings as a team in multiple formats, such as academic articles, conference presentations, executive summaries, and news releases.

References

Balcazar, F.E., Keys, C.B., Kaplan, D.L., Suarez-Balcazar, Y. (1998). Participatory action research and people with disabilities: Principles and challenges. *Canadian Journal of Rehabilitation,* 12, 105-112.

dei Amoah, M., Evans, S., & Vinograd, J.L. (2005, June). Developing diversity training in a child welfare setting. Presented at the Ontario Association of Social Workers Biennial Conference, Ottawa, ON.

Isenberg, D., Loomis, C., Humphreys, K., & Maton, K. I. (2004). Self help research: Issues of power sharing. In L. Jason, C. Keys, Y. Suarez-Balcazar, R. Tayor, M.Davis, D., Durlak, J., Isenberg, D. (Eds.), *Participatory community research: Theories and methods in action.* American Psychological Association: Washington, D.C.

Lewin, K. (1997/1948). Resolving social conflicts and field theory in social science. Washington, DC: American Psychological Association.

Maiter, S., & Dumbrill, G. (2003). *Cultural competence and working across difference: Core curriculum for Family and Children's Services of Kitchener-Waterloo.* Unpublished manuscript.

Nelson, G., Ochocka, J., Griffin, K., & Lord, J. (1998). "Nothing about me without me," Participatory action research with self-help/mutual aid groups for psychiatric consumers/survivors. *American Journal of Community Psychology,* 26, 881-912.

Nelson, G. & Prilleltensky, I. (2005). *Community psychology: In pursuit of liberation and*

well-being. New York: Palgrave MacMillan.

Patton, M.Q. (1997). *Utilization-focused evaluation: The new century text*. Thousand Oaks, CA: Sage.

Reinharz, S. (1992). *Feminist methods in social research.* New York: Oxford University Press.

Taylor, A.R. & Botschner, J.V. (1998). *Evaluation handbook*. Toronto, ON: Ontario Community Support Association.

Vinograd, J. L. (2003). *The relationship of structured voluntary activities to psychosocial outcomes of youth in out-of-home care.* Unpublished manuscript, Ottawa University, Ottawa, Ontario, Canada.

Vinograd, J. L. (2005). *Cultural diversity at Family and Children's Services of the Region of Waterloo: An evaluation of a cultural competency training program.* Unpublished manuscript, Wilfrid Laurier University, Waterloo, Ontario, Canada.

Vinograd, J. L., & Loomis, C. (under review). Evaluation of a cultural competency employee training program in a child welfare agency.

[1]This project is indebted to the collaboration of the child welfare agency personnel who participated in or helped inform the research, and to my thesis advisor and graduate mentor, Dr. Colleen Loomis. Thank you.

[2]All correspondence should be addressed to Jessica Vinograd, School of Psychology, University of Ottawa, Ottawa, Ontario K1N 6N5; phone: 613.562.5800 extension 4287; e-mail: jvinogra@uottawa.ca.

Student Reflection on SCRA Student Research Grant

Jordan Braciszewski
Wayne State University

As described in the Spring issue of TCP, I was fortunate to receive the 2004 SCRA student research grant and wanted to give everyone an update on my progress in addition to getting across how beneficial this award has been to my graduate education thus far. First off, I would like to thank SCRA for providing the opportunity for graduate students to get this experience writing research grants. This grant has served to remove several obstacles to my work and has given me a positive boost in several other areas, all working toward what I have achieved in this past school year. Second, I would like to thank Sawssan and Omar and others involved in the process for selecting my grant proposal among what seemed like many other worthy submissions.

Through this grant, I set out to identify risk and protective factors associated with educational attainment in young adulthood. Using a matched sample of homeless and non-homeless participants from Detroit, I examined mean-level differences in psychological, emotional, and environmental variables and investigated how these differences might impact educational outcome and attainment in drop-out, non-college bound, and college bound young adults. More specifically, I sought to answer the following question: How do previously homeless and matched at-risk non-homeless adolescents differ in young adulthood based on their educational attainment at earlier ages? The overarching aim of this SCRA student grant was twofold: producing direction for a Master's Thesis, and providing pilot data for the submission of a NIH pre-doctoral training grant. Much to my excitement, this SCRA grant did just those things. Through this funding, I was able to successfully finish several projects, including multiple conference presentations, one publication currently under review, one NIH pre-doctoral training grant that will soon be submitted, and extensive direction for what I think is a very interesting Master's Thesis. Each of these conference presentations examined myriad risk and protective factors involved in educational attainment progressively, beginning with a brief exploration of descriptive variables, leading to a more thorough inferential investigation of hierarchical models. Again, if it were not for the generosity of SCRA and this grant, there would have been considerably more obstacles and taking on these endeavors may not have been possible.

The first conference I was able to attend was the Midwest Ecological-Community Psychology Conference in Saugatuck, Michigan. In Saugatuck, I presented a poster examining the impact of educational attainment on housing outcomes in a longitudinal sample. Recent shifts in education, economics, job security, and family status have brought abrupt changes to individuals in their late teens and early 20s (basically those "emerging" into adulthood). These changes have affected both high school dropouts and college attendees in very different ways. In this study, late adolescents who had dropped out of high school were found to be significantly more mobile in their housing patterns when compared to high school graduates not attending college. High school dropouts and non-college adolescents were also more likely to be living with their parents or in some other dependent relationship when compared to their college-attending counterparts. This poster developed into a manuscript now under review for the special issue of student research in the *American Journal of Community Psychology.*

Next, I was able attend the 2nd meeting of the Society for Research on Adolescence's special interest group on Emerging Adulthood; a term coined by Dr. Jeffery Arnett describing youth who have graduated from high school, but who are not yet married, do not have children, etc. This conference was exhilarating in every way, as I was able to meet many colleagues and professionals studying the population in which I have been most interested for some time. Again, if it were not for the funds available from the SCRA grant, I would not have been able to attend such a thrilling and educational conference. At this conference, I presented a poster examining mental health outcomes for the three educational groups previously discussed. Although at-risk homeless and housed youth do not significantly differ on rates of severe mental illness, rates of substance abuse/dependence and amount of psychological distress are much higher for homeless youth. However, high educational attainment may serve as a buffer for poor mental health and substance abuse outcomes. Homeless adolescents were found to report significantly more symptoms of depression, anxiety, and aggression. Educational status found to be unrelated to the three mental health outcomes examined, although individuals who had dropped out were more likely to experience symptoms of alcohol and drug abuse/ dependence. Moreover, the study found interactions between housing status (i.e., homeless vs. housed) and educational attainment. Findings suggest that the further homeless adolescents progressed in school, the more likely they were to report symptoms of anxiety and depression. This poster may have produced some of the most exciting findings of all the research I have conducted in the past year and it will therefore serve as the backbone for my Master's Thesis.

At the Society for Research on Child Development conference, more community-level variables were examined and findings were presented in a poster session. This presentation explored the relationship between employment status and educational attainment. While it is widely known that dropping out of school has damaging effects on later employment, this poster sought to investigate what those in higher education were experiencing as a result of their housing status. Homeless college attendees reported having been employed for longer, having higher incomes, and having less family cohesion than their housed counterparts. It seemed through these analyses that as

homeless adolescents move on to higher levels of educational attainment, they may receive increasingly less social support, thus leading to an amplified need to rely on additional employment to succeed.

During the Biennial conference for SCRA this year, I presented a poster that explored ecological predictors of depression in young adulthood. This study examined the effect of housing status on depression outcomes while considering other ecological factors such as social support and family cohesion. Results indicated a very strong relationship between homelessness and experience of depressive symptoms, with a majority of our participants endorsing at least 3 depressive symptoms. Nevertheless, family cohesion and interpersonal support were found to buffer depressive symptoms for both homeless and housed adolescents.

As I mentioned earlier, my hopes were to also use this SCRA grant as a foundational basis for a larger, NIH-funded pre-doctoral training grant. I was fortunate enough to have the pilot data necessary to submit a grant proposal to the National Institutes of Mental Health (NIMH). This training grant aims to examine some of the same protective and risk factors that have been explored over the last year, mainly using depression outcomes. This will be carried out at a much higher level, incorporating hierarchical linear modeling as the primary method of analysis. Our database includes seven follow-up periods of data collection with a sample of 400 homeless and housed adolescents. At each wave, we have collected data on depressive symptoms, and included many measures of risk and protective factors, all worth examining with this population that we presently know too little about. This grant will be submitted toward the end of this calendar year and will hopefully be well received by NIMH.

I would again like to thank SCRA, Sawssan, Omar, and my mentors, Dr. Paul Toro and Dr. Debra Jozefowicz-Simbeni, along with Brad Olson, for aiding my efforts with these two grants. Without the SCRA student grant, I may have not had the opportunities that I have been fortunate enough to receive over the past year. Certainly I would not have had the chance to meet so many wonderful colleagues at the conferences I have been able to attend because of it. Thanks again to all for the helped along the way. I look forward to presenting my work in many forms over the years for all interested in reading it.

The Community Practitioner: Future Directions

David A. Julian, Ohio State University

The Editorial Board along with several interested individuals met at the 10th Biennial Conference in Urbana-Champaign to discuss future directions for the *Community Practitioner*. In its original inception, the *Community Practitioner* was intended to inform practitioners about best practices and strategies for effecting community/system change. To date, the *Community Practitioner* has published a variety of articles that have addressed significant issues related to practice at the community level. Individuals in attendance at the meeting in Urbana-Champaign affirmed the original mission of the *Community Practitioner* and suggested several ideas for future development.

Perhaps most significantly, there was strong support for establishing the *Community Practitioner* as a more formal SCRA/Division 27 journal. Meeting attendees discussed several issues related to the prospect of establishing the *Community Practitioner* as a "publication of record." These issues involved fee structures, identification of a primary audience, registration with the Library of Congress and the adoption of formal editorial policies. It was suggested that the first step in considering this recommendation is to engage the SCRA Executive Committee in a discussion of the merits and costs of such an endeavor. In the interim, meeting attendees recommended seven strategies for advancing the mission of the *Community Practitioner*. These recommendations included:

1. Reissuing the call for papers in The Community Psychologist and on the SCRA list-serv
2. Publishing the call for papers in publications of related disciplines such as the Community Development Society
3. Ensuring that *Community Practitioner* content appears on a regular basis in The Community Psychologist
4. Recruiting special issue editors to develop themed issues
5. Recruiting several new Editorial Board members
6. Investigating the possibility of publishing the *Community Practitioner* as a separate pull-out section of The Community Psychologist
7. Publishing the text of the *Community Practitioner* on-line

These major objectives provide the basis for the development of a formal, multi-year work plan. The work plan will guide actions in the interest of creating a more visible presence for the *Community Practitioner* as a significant forum for discussing issues of interest to community practitioners. Please feel free to add your thoughts to the current discussion about the future of the *Community Practitioner*. Finally, please consider joining the Editorial Board. If you have comments or would like to be involved in any of the initiatives defined above, please e-mail Dave Julian at *julian.3@osu.edu.*

Call for Papers: The Community Practitioner

Please consider submitting short papers related to community practice to be considered for publication in the *Community Practitioner*. The *Community Practitioner* is a regular feature of The Community Psychologist providing an opportunity for practitioners to describe critical incidents, innovative examples of community practice, ethical dilemmas and/or other issues related to community practice in a journal format. Manuscripts submitted to the *Community Practitioner* will be peer reviewed. Format is flexible and papers should not exceed ten pages in length. If authors have questions, they should contact Dave Julian at *julian.3@osu.edu.*

The Components of Social Connectivity: A Work in Progress

Jeanne M. McIntosh
Timothy R. Wateridge
Village Project, DePaul University

This project was conducted with the generous support of the DePaul University Research Council and the National Institute of Mental Health Scientist Development Award KO1 MH63259-01 awarded to the first author. Correspondence concerning this article should be addressed to Jeanne M. McIntosh, DePaul University, 2219 North Kenmore Ave Chicago, IL 60614. E-mail: *jmcintos@depaul.edu.* We would like to thank Leonard Jason, Christopher Keys, and Jane Halpert for their helpful conversations with us concerning this project.

Community programs often incorporate methods of assessing and/or promoting social connectivity into their prevention and intervention activities. Such efforts may be variously directed at collective efficacy, social capital, social support, perceived sense of community, social cohesion, neighboring, or social integration. Definitions of these constructs (See Table 1) illustrate that common elements are present across constructs, making it difficult to fully differentiate them. For example, references to reciprocity or mutuality are common to definitions of social capital and social support. References to group influence are present in definitions of social capital, collective efficacy, neighboring, and social cohesion. Along with the problem of overlapping definitions, there are a number of problems with so many different constructs related to social connectivity.

- As individual constructs "mature", definitions evolve to include additional concepts (Almedom, in press; Williams, Barclay, & Schmied, 2004). This leads to a lack of consensus among researchers and a lack of comparability of results.
- There is very little evidence about the relative meaningfulness of these constructs to the populations on which they are used.
- Utilizers may find it difficult deciding on what construct to measure given the overlap of components items constituting these measures.
- Efficiency may be compromised by assessing several constructs.
- Program developers have little guidance in deciding what elements of social connectivity to devote their resources to;

Table 1
Definitions of Social Connectivity Constructs

Construct	Definition
Social Capital	"Social capital is defined by its function. It is not a single entity, but a variety of different entities having two characteristics in common: they all consist of some aspect of social structure and they facilitate certain actions of individuals who are within the structure. Like other forms of capital, social capital is productive, making possible the achievement of certain ends that would not be attainable in its absence" (Coleman, 1988, p. S96). "Whereas physical capital refers to physical objects and human capital refers to the properties of individuals, social capital refers to connections among individuals - social networks and the norms of reciprocity and trustworthiness that arise from them" (Putnam 2000, p. 19). "Social capital is the sum of the resources, actual or virtual, that accrue to a group by virtue of possessing a durable network of more or less institutionalized relationships of mutual acquaintance and recognition" (Bourdieu, 1986)
Social Integration	"People's involvement with community institutions, as well as their participation in the community's social life" (Holahan, Betak, Spearly, & Chance, 1983, p. 302)
Social Support	Information from others that one is loved and cared for, esteemed and valued, and part of a network of communication and mutual obligation (Cobb, 1976) Social support is an interpersonal transaction involving one or more of the following: (1) emotional concern (like, love, empathy) (2) instrumental aid (good or services) (3) information (about the environment) or (4) appraisal (information relevant to self evaluation)" (House, 1981, p. 39).
Psychological Sense of Community (PSOC)	Perception among community members that they are similar to others in the community; Recognition of a mutual interdependence; and belief that community members are part of a larger structure that is both stable and dependable. (S. B. Sarason, 1974) Awareness among members of mutuality of membership; influence; integration and fulfillment of needs; and shared emotional connection (McMillan and Chavis 1986) The presence of beliefs, feelings, and relationships that connect members of a community to each other; providing a sense of belonging to something that transcends the situational relationships in an organization. (Belenardo, 2001)
Collective Efficacy	"Social cohesion among neighbors combined with their willingness to intervene on behalf of the common good." (Sampson, Raudenbush, & Earls, 1997 p. 918) People's shared beliefs in their collective power to produce desired results" (Bandura, 2000 p. 75) "Collective efficacy reflects shared beliefs in a neighborhoods capability to achieve the intended effect and assumes active engagement among neighbors" (Duncan, Duncan, Okut, Strycher and Hix-Small, 2003, p.245).
Neighboring	"Neighboring shapes perceptions of neighbors, influences social interaction or isolation, and affects the problem solving and neighborhood viability…" (Unger and Wandersman, 1982, p.506).
Social Cohesion	"A neighborhood high in social cohesion refers to a neighborhood where residents, on average, report feeling a strong sense of community, report engaging in frequent acts of neighboring, and are highly attracted to live in and remain residents of the neighborhood." (Buckner, 1988, p. 774).

Table 2
Search Terms

- Social Capital
- Social Integration
- Social Support
- Psychological Sense of Community
- Collective Efficacy
- Social Cohesion
- Neighboring/Neighbor
- Neighborhood
- Village
- Community
- Measure
- Validity
- Reliability
- Survey
- Questionnaire

given that lack of specificity in the measurement of these constructs has lead to similar outcomes, this problem increases the problem increases the difficulty of using findings to attract funding.

While these issues are a particular problem for the practice of community psychology, they present an opportunity for research. This paper serves as a preliminary step to the refinement of these constructs by highlighting current similarities and differences in their theoretical conceptualization. We present a conceptual matrix of the components of social connectivity resulting from our content analysis of these measures. Finally, we recommend next steps in the empirical refinement of social connectivity measurement, and invite our colleagues to collaborate with us in this process.

Our interest in addressing these questions stems from our goal of improving the quality and cultural relevance of coordinated community support for youth. The Village Project is a program of research and service inspired by the proverb "it takes a village to raise a child". Our current research focuses on qualitatively understanding youth and families' experiences of their community or "village" as a preliminary step to refining measurement of constructs of community interaction that may be meaningful to child development. We are particularly interested in advancing the measurement of the ecological construct of mesosystems (Bronfenbrenner, 1979). The majority of the few existing mesosystem measures are limited to a single mesosystem (McIntosh, Apling, Lyon, Bates, & Loera, 2005), while we aim to construct a measure that more comprehensively examines interacting settings.

Given our interest in measurement and the fact that mesosystem measures are not commonly labeled as such, we reviewed measures of several social connectivity constructs in our quest for mesosystem measures. A number of the measures included items relating to monitoring of youth by community members, which is one type of mesosystem activity. In the process of surveying these measures we noticed that monitoring of youth was just one of several areas in which redundancy occurred across constructs.

What follows is an overview of our content analysis of nine constructs of social connectivity. We present this analysis in order

Table 3
Construct by Component Matrix of Social Connectivity Measures

	Social Capital[a,b]	Social Integration[c]	PSOC[d,e]	Social Support[f,g]	Neighboring[h,i]	Collective Efficacy[j]	Social Cohesion[k]
Availability of information	✓	✓		✓			✓
Characteristics of leadership	✓		✓		✓		✓
Civic involvement	✓		✓		✓		
Concentration	✓	✓	✓			✓	
Crime	✓						✓
Emergency help	✓		✓	✓		✓	✓
Exchange of social support	✓	✓		✓	✓	✓	
Heterogeneity	✓		✓	✓			✓
Homogeneity	✓		✓		✓	✓	
Institutional trust	✓		✓				
Level of engagement	✓		✓	✓			
Physical disorder	✓				✓		
Proactive actions	✓		✓			✓	✓
Relational community	✓			✓	✓		
Safety	✓		✓		✓		
Sense of belonging	✓		✓				
Social contact	✓	✓		✓		✓	
Social control	✓		✓				✓
Social exchange	✓	✓					
Social involvement	✓			✓	✓	✓	
Trust-community	✓				✓	✓	✓

Note. Each column represents a specific construct associated with Social Connectivity. Each row represents a component of social connectivity conceptually derived from a content analysis of all items contained in 11 measures of the constructs. The measures associated with each construct are indicated by respective letters in superscript, as follows:
[a] Social Capital Measure (Onyx & Bullen, 2000).
[b] World Bank Questionnaire—SC-IQ (Grootaert, Narayan, Jones, & Woolcock 2004).
[c] Neighborhood Integration Measure (Fellin & Litwak 1963).
[d] Neighborhood Sense of Community Scale (Nassar & Julian, 1995).
[e] Brief Sense of Community Scale (Long & Perkins, 2003).
[f] Duke-UNC Functional Social Support Scale (Broadhead, Gehlbach, DeGruy & Kaplan, 1988)
[g] Social Provisions Scale (Cutrona & Russell, 1987)
[h] Neighboring in an Urban Environment (Unger & Wandersman, 1982)
[i] Multidimensional Measure of Neighboring (Skjaeveland, Garling, & Maeland, 1997)
[j] Measure of Collective Efficacy (Sampson, Raudenbush, & Earls, 1997)
[k] Measure of Neighborhood Cohesion (Buckner, 1988)

to illustrate the conceptual "muckiness" of these constructs and to invite our colleagues to collaborate with us in the substantial task of qualitatively and quantitatively refining these concepts in community settings.

Method

Four electronic bibliographic databases were used in the search: Academic Search Elite, PsychInfo, ScienceDirect, and Social Sciences Citation Index. Dissertations were eliminated from the search. Table 2 identifies 15 search terms that we used to find constructs associated with social connectivity. We included three additional terms associated with community constructs in order to identify additional relevant articles. The results of these searches were then limited by adding secondary search terms to identify papers relating to measurement. We reviewed the resulting pool of measures and retained those that were appropriate for measurement at a community versus individual level. We did a content analysis of the measures.

Results

Based on conceptual similarity, we categorized the items into 19 aspects of social connectivity. Table 3 displays a matrix identifying which of the 11 measures contained each category. Based on content of measures, the most inclusive constructs appear to be Social Capital and Perceived Sense of Community. The most narrowly defined construct, containing five categories, was Social Integration. The most common components across constructs were Exchange of Social Support and Emergency Help; Sense of Belonging, Institutional Trust, and Physical Disorder were the least represented components, each appearing in only two constructs. There was no component unique to a single construct.

Discussion

The content analysis we conducted shows the high degree of overlap within the measure of these constructs of social connectivity; as we mentioned earlier this is a problem for utlizers in both program and research settings. We recommend several strategies for refining social connectivity constructs in order to enhance their utility. (1) Qualitative approaches would help to map the elements of social connectivity that are relevant to community members. (2) Theoretical models could be developed to explain the relationship of the existing constructs' relationships to one another. (3) Factor analysis of the aggregation of items across constructs could confirm existing constructs or identify new factors. Our research team is preparing to focus on this latter goal. We invite our colleagues to contact us if they are interested in collaborating or sharing ideas regarding this approach. We would also like to be in touch with other researchers who are pursuing related goals.

References

Almedom, A. (in press). Social capital and mental health: An interdisciplinary review of primary evidence. *Social Science and Medicine*.

Bandura, A. (2000). Exercise of human agency through collective efficacy. *Current Directions in Psychological Science*, 9, 75-78.

Belenardo, S. J. (2001). Practices and conditions that lead to a sense of community in middle schools. *National Association of Secondary School Principals Bulletin*, 85, 627. Retrieved 11/16/03, from *http://www.principals.org/news/bltn_prac_cond1001.html.*

Bourdieu, P. (1986). The Forms of Capital. In John Richardson (Eds.) *Handbook of Theory and Research for the Sociology of Education* (241-258). New York: Greenwood Press.

Broadhead, W.E., Gehlbach, S.H., DeGruy, F.V., & Kaplan, B.H. (1988). The Duke-UNC Functional Social Support Questionnaire. Measurement of social support in family medicine patients. *Medical Care*, 26, 709-723.

Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Cambridge: Harvard.

Buckner, J.C. (1988). Development of an instrument to measure neighborhood cohesion. *American Journal of Community Psychology*, 16, 771-791.

Cobb, S. (1976). Social support as a moderator of life stress. *Psychosomatic Medicine*, 38, 300-314.

Coleman, J. S. (1988). Social Capital in the creation of human capital. *American Journal of Sociology*, 94, S95-S120.

Cutrona, C.E., & Russell, D. (1987). The provisions of social relationships and adoption to stress. In W.H. Jones & D. Perlman (Eds.), *Advances in personal relationships* (Vol. 1, pp. 27-67). Greenwich, CT: JAI Press.

Ducan, T.E, Duncan, S.C., Okut, H. S., Strycher, L.A., &. Hix-Small, H. (2003). A multilevel contextual model of

neighborhood collective efficacy. *American Journal of Community Psychology*, 32, 245-252.

Fellin, P. &, Litwak, E. (1963). Neighborhood cohesion under conditions of mobility. *American Sociological Review, 28*, 364-376.

Grootaert, C., Narayan, D., Jones, V.N., & Woolcock, M. (2004). *Measuring social capital: An integrated questionnaire (World Bank working papers)*. Washington DC: The World Bank.

Holahan, C., Betak, J., Spearly, J., & Chance, B. (1983). Social integration and mental health in a biracial community. *American Journal of Community Psychology, 11*, 301-311.

House, J.S. (1981). *Work Stress and Social Support*. Reading, Mass: Addison-Wesley.

Long, A.D. & Perkins, D.D. (2003). Confirmatory factor analysis of the Sense of Community Index and development of a brief SCI. *Journal of Community Psychology*, 31, 279-296.

McMillan, D. E., & Chavis, D. M. (1986). Sense of community: A definition and theory. *Journal of Community Psychology,14*, 6-23.

McIntosh, J.M., Apling, G., Lyon, A. Bates, C., & Loera, S. (2005). *Measuring the mesosystem in adolescence*. Manuscript submitted for publication.

Nassar J. L., & Julian, D. (1995). The psychological sense of community in the neighborhood. *Journal of the American Planning Association*, 61, 178-184

Onyx, J., & Bullen, P. (2000). Measuring social capital in five communities. *Journal of Applied Behavioral Science*, 36 (1), 23-42.

Putnam, R.D. (2000). *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon and Schuster.

Sampson, R. J., Raudenbush, S. W., & Earls, F. (1997). Neighborhoods and violent crime: A multilevel study of collective efficacy. *Science*, 277, 918-924.

Sarason, S. B. (1974). *The psychological sense of community: Prospects for a community psychology.* San Francisco, CA.: Jossey-Bass Publishers.

Skjaeveland, O., Garling, T., Maeland, J.G. (1996). A multidimensional measure of neighboring. *American Journal of Community Psychology*, 24, 413-435.

Unger, D. G., & Wandersman, A. H. (1982). Neighboring in an urban environment. *American Journal of Community Psychology*, 10, 493-509.

Williams, P., Barclay, L., & Schmied, V. (2004). Defining social support in context: A necessary step in improving research, intervention, and practice. *Qualitative Health Research*, 14, 942-960.

The Ethics of Violence Research

Chantal Poister Tusher
Sharon G. Smith
Sarah L. Cook
Georgia State University

Violence researchers, Institutional Review Boards (IRBs), and participants link in a triangular relationship. Researchers seek to develop knowledge that will advance understanding of causes, effects, contexts, and solutions for violence at multiple ecological levels. IRBs ensure that researchers protect participants from unnecessary risk, fully inform participants of their rights, and conduct research in accordance with federal policies and guidelines. Participants engage in research for a variety of reasons including course credit, interest in a particular topic, and the desire to contribute to scientific knowledge.

In response to several participant deaths in biomedical research (an 18 year old research volunteer died following experimental gene therapy at University of Pennsylvania; a 24 year old research volunteer died from inhalation of a chemical in an asthma study at Johns Hopkins– both were healthy prior to participation) and other problematic cases involving informed consent in social science research (e.g., children asked to provide third party information about their parents) federal regulations have mandated more rigorous requirements than previously existed (Hansen, 2001), and IRB operations have changed considerably. For example, researchers must now complete extensive mandatory training on ethics in human subjects research before gaining IRB approval for research.

As always, researchers must balance research method and design with ethical considerations and IRB requirements.

Researchers have necessarily responded to these changes. As always, researchers must balance research method and design with ethical considerations and IRB requirements (Collins, 2002). Achieving this balance is often not easy. Researchers experience frustration as revisions to protocols are needed and research is delayed. Puglisi (2001) asserts that researchers must demonstrate with increased clarity how their protocols meet IRB guidelines. As risk to participants is of paramount concern, researchers must overtly explain in their proposals what they will do to minimize all foreseeable risks. Violence research may be perceived as particularly problematic due to concerns about the potential for harm resulting from participation. For example, IRB members may fear that rape survivors will experience extreme or debilitating distress when reporting experiences of assault, or that data from perpetrators can be subpoenaed for use in criminal or civil proceedings against an alleged assailant. To elucidate these and other problematic issues that arise in violence against women research and strategies for solving them, Sarah Cook and Sharon Smith led a roundtable discussion at the 2005 Society for Community Research and Action (SCRA) Biennial Conference. As promised to attendees, this column summarizes our conversation, provides further information, and outlines a process for continuing the dialogue.

Common Researcher Experiences

Overall, IRB concerns most frequently encountered by attendees relate to the risk of psychological or physical harm to survivors, researchers, and perpetrators as a result of research participation. Attendees reported that some IRB panels fear participation in research will distress participants who have experienced victimization to the extent that psychological intervention is needed. Attendees share the concern for participant well-being, but often do not agree with recommended solutions by IRBs. For example, one researcher studying disclosure of sexual assault conducted interviews in a clinic setting to alleviate concerns the IRB had about the lack of readily available clinicians in other settings. The investigator reported that the clinic setting inadvertently sent a potentially harmful and disempowering message to survivors of violence that they were fragile and not capable of making decisions in their own best interests regarding research participation. Some roundtable participants encountered a similar perspective from grant review panels. In one instance, a roundtable attendee reported a grant panel required adding a clinical psychologist to the team in case of psychological crisis, despite the primary investigator's extensive and direct experience with domestic violence survivors and the in-depth training she required of all other investigators on the project.

One attendee reported IRB concerns related to the physical safety of researchers in potentially volatile environments. No one reported IRB concerns about women's physical safety upon return to her home or other setting. We presume the lack of concern may be attributable to the widely used safety procedures outlined by Sullivan and colleagues (Sullivan & Davidson, 1991). In our own research, we have encountered a concern that even with a Certificate of Confidentiality, local prosecutors would be able to subpoena self-report data from perpetrators, which the IRB believed could be self-incriminating.

Promising Strategies for Overcoming IRB Concerns

Short of service on one's IRB (which is a significant service commitment), attendees agreed that one solution to assist IRBs in making the best decisions concerning violence research is through education. Obtaining approval for a research protocol can be particularly challenging when no IRB member is familiar with the content area of the research, and this is particularly true in violence research. Even when a member who is knowledgeable about violence research serves on the IRB, education about specific issues may still be necessary.

A second solution is to provide data. As empiricists, we believe in data. IRB members are also predominantly empiricists and thus may find data useful. Data that may be helpful for educational purposes already exists in some cases. Given frequent concerns about negative psychological effects, researchers may want to become familiar with evidence that trauma research participation has generally not resulted in reports of harm or other negative consequences. In fact, many participants who are also survivors of trauma report benefiting from participation. Results from studies such as Newman, Walker, & Gefland's (1999), Walker, Newman, Koss, & Bernstein's (1997), and Griffin, Resick, Waldrop, & Mechanic's (2003) may be helpful for researchers to include in their IRB proposals. Walker et al. and Newman et al.'s studies involved women in an HMO who completed a questionnaire about previous sexual, physical, and emotional abuse and neglect and a trauma-focused health survey, respectively. A subsample of participants in Newman's study also completed an interview about their traumatic experience. For each survey, around 75% of women reported no regret about completing the surveys and less than 15% were more upset than they had expected from the experience. For the interview, 86% of participants reported gaining something positive from the experience and 97% expressed no regret about participation. Interviewees reported this positive gain and no regret 48 hours after the interviews as well. Griffin et al. found that survivors of interpersonal violence reported low levels of distress throughout a series of trauma assessments, although the distress was during a period of talking about the sexual or physical assault they had

experienced. Ninety-five percent of survivors reported willingness to participate in future assessments.

In addition to educating IRB members, roundtable attendees also recommended highlighting in proposals that participants, including survivors of violence, *choose* to be in research studies; they are not forced to participate. Emphasizing that survivors are strong and capable decision makers is imperative to counteract the prevailing assumption that survivors are unable to determine their best interests for themselves.

Education is not the only solution, however, and our perspective as community psychologists leads us to conceptualize the research process as a system in which we ask individuals, groups, and communities to participate.

Education is not the only solution, however, and our perspective as community psychologists leads us to conceptualize the research process as a system in which we ask individuals, groups, and communities to participate. In this view, it is incumbent on us to consider and investigate the effects of research participation. Beyond the existing small scope of literature on the effects of participation in research, we are limited to the observations and reflections of researchers who have conducted studies with violence survivors. Moreover, a systematic base of knowledge on the effects of research participation would assist IRBs as they weigh the risks and benefits of protocols.

We envision three approaches for developing this knowledge base. The first is to use principles of participatory research and define questions by the population the studies are designed to benefit, in this case, IRB members. Admittedly, we are accustomed to using participatory research with less, not more, powerful groups. However, this approach would begin by asking IRBs directly what information would help them reduce uncertainty in decision-making, and together, developing original research to answer these questions.

The second approach encourages researchers to creatively integrate smaller studies on the effects of research participation into ongoing or newly established studies. For instance, Griffin et al. (2003) included questions about the distress, interest, confusion, and difficulty participants experienced during different phases of a trauma assessment with samples of rape, physical assault, and domestic violence survivors. The Reactions to Research Participation Questionnaire (RRPQ) consists of a series of questions to assess the effects of research participation (Newman, Willard, Sinclair, & Kaloupek, 2001). Shortened versions of the questionnaire for adults and children also exist (Kassam-Adams & Newman, 2002). Questions from the RRPQ could be added easily to ongoing studies. Follow-up with participants could occur at variety of time points, from shortly after the study ends to several weeks or even months later. Community agencies could collect post-study participation data from community samples, as participants may find these agencies to be a more comfortable and natural location for follow-up data collection. Researchers could also make use of the debriefing period of research to ask participants about their experiences.

A third and our final approach is to establish a research agenda specific to the ethics of violence research. Following our discussion of experiences at various institutions, roundtable attendees generated a broad list of potential research questions that primarily related to the ethical principles of beneficence and respect for persons. These principles comprise two of the three principles guiding decisions about human research participation, as outlined in the Belmont Report. Although questions related to the third principle, justice, did not emerge clearly from our discussion, questions related to this principle could also be developed. Below is a list of the questions organized by these principles. We hope it entices some investigators.

Research Questions

Beneficence refers to the "cost-benefit" ratio of a study – that is, whether the benefits and gains from research sufficiently outweigh any potential harm. Research could investigate:

- What are the positive and negative impacts of research on mental health and wellbeing (e.g., benefits of voluntary disclosure and emotional distress)?
- Does research participation promote survivors' understanding of their experiences?
- What is the influence of time and cultural context on these potential outcomes?
- How does research tradition (quantitative vs. qualitative vs. mixed designs) influence participants' experiences?
- How does providing resources on violence influence participants' experiences, and if gains result, what is the impact of presenting resources before or after a study?
- What resources and types of information are helpful to survivors of violence who participate?
- What other factors in the research process can be modified to enhance benefits and reduce risks?

Respect for persons involves recognizing the autonomy of participants and providing informed consent. In studies investigating sensitive, illegal, or stigmatizing behaviors and experiences, challenges to recruitment and participation arise due to fear of public identification, the degree to which stereotypes hamper the public's understanding of violence against women, and the resulting lack of understanding that one's experiences are relevant to the study, or avoidance of personally difficult subject areas. Thus, research could explore issues related to informed consent such as:

- Can a balance between providing enough detail about a study in recruitment procedures and informed consent documents vs. compromising the goals of the study be identified? (e.g., When do recruitment materials feel misleading to potential participants?)
- How well do participants understand aspects of informed consent (e.g. the voluntary nature of participation and other rights as participants)?

Future Collaboration

Roundtable attendees acknowledged the importance of this topic and expressed enthusiasm about proceeding. The complexity of this issue requires researchers to think creatively not only about research designs, but also about the logistics of conducting such research, including potential collaboration. Thus, a final purpose of the roundtable was to begin to establish a collaborative network to continue thinking about and addressing these issues.

Investigating ethical issues in relation to violence against women research will be a focus of our future research. We encourage researchers to consider incorporating some of the questions above into ongoing studies. In addition, we would like to establish a network of investigators interested in collaborating with us. If interested, please send an electronic message to Sarah Cook at *scook@gsu.edu.* We will pursue a forum for communication among any group that emerges to continue discussion and develop and plan research studies. Our hope is that as a group we can contribute knowledge to inform a system in which we ask others to participate.

References

Collins, B. (2002). Coping with IRBs: A guide for the bureaucratically challenged [Electonic version]. *American Psychological Society Observer, 15*. Retrieved from *www.psychologicalscience.org/observer/1202/irb.cfm*

Griffin, M., Resick, P., Waldrop, A., & Mechanic, M. (2003). Participation in trauma research: Is there evidence of harm? *Journal of Traumatic Stress, 16*, 221-227.

Hansen, C. (2001). Regulatory changes affecting IRBs and researchers [Electronic version]. *American Psychological Society Observer, 14*. Retrieved from *www.psychologicalscience.org/observer/0901/irb_changes.html*

Kassam-Adams, N. & Newman, E. (2002). The reactions to research participation questionnaires for children and for parents (RRPQ-C and RRPQ-P). *General Hospital Psychiatry, 24*, 336-342.

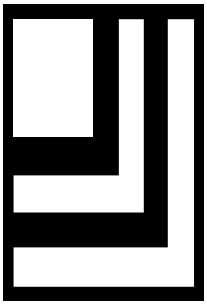
Newman, E., Walker, E., & Gefland, A. (1999). Assessing the ethical costs and benefits of trauma-focused research. *General Hospital Psychiatry, 21*, 187-196.

Newman, E., Willard, T., Sinclair, R., & Kaloupek, D. (2001). Empirically supported ethical research practice: The costs and benefits of research from the participants' view. *Accountability in Research, 8*, 309-329.

Puglisi, T. (2001). IRB review: It helps to know the regulatory framework [Electronic version]. *American Psychological Society Observer, 14*. Retrieved from *www.psychologicalscience.org/observer/0501/irbreview.html*.

Sullivan, C. & Davidson, W.S. (1991). The provision of advocacy services for women leaving abusive partners: An examination of short-term effects. *American Journal of Community Psychology, 19*, 953-960.

Walker, E., Newman, E., Koss, M., & Bernstein, D. (1997). Does the study of victimization revictimize the victims? *General Hospital Psychiatry, 19*, 403-410.



APA Expert Summit on Immigration
"Global Realities: Intersections and Transitions"
February 2, 2006

Through his "focus on family" platform, APA President-Elect Dr. Gerry Koocher plans to spotlight three areas that span all of psychology's constituencies, one of which is: Diversity in Psychology: "Our society is becoming diverse in ways that couldn't have been imagined 20 years ago," says Koocher, noting that not only are minority populations growing, but so are transracial marriages and international adoptions. "Psychology has the potential to help to move America in greater acceptance of multiculturalism."

Registration: available beginning 9/1/05 at **www.Reisman-White.com**
Earlybird Rate: *$135 (before 12/15/05)* , ***Regular and On-Site Rate****: $150 (on or after 12/15/05)*

Confirmed Plenary Speakers:
Dr. Mary Pipher: Clinical psychologist and an adjunct clinical professor at the University of Nebraska; *NY Times* bestselling author of *Reviving Ophelia* and *In the Middle of Everywhere* in which she "unites refugees, people who have fled some of the most repressive regimes in the world, with all of us..."
Dr. Donald J. Hernandez: Professor in the Department of Sociology at the University at Albany (SUNY); had overall responsibility for the National Research Council report titled From Generation to Generation: The Health and Well-Being of Children in Immigrant Families and Children of Immigrants: Health, Adjustment, and Public Assistance
Dr. Carola Suarez-Orozco: Co-Director of Immigration Studies at NYU and co-author of *Children of Immigration* and *Transformations: Migration, Family Life, and Achievement Motivation Among Latino Adolescents*. She is also a co-editor of the award-winning six volume series entitled *Interdisciplinary Perspectives on the New Immigration.*

A call for Conference Poster presentations is forthcoming through participating Divisions (*Div 12 Section VI, Divisions 12, 16, 17, 29, 35, 37, 39, 42, 43, 45, 48, 51, 52, 53, 54)*. Check your newsletters for more information.

Location: *St. Anthony - A Wyndham Historic Hotel, 300 East Travis, San Antonio, TX, 78202 (*210) 227-4392 **Room Rate:** $139.00 (single/double) before January 9, 2006

Co-Sponsors: The American Orthopsychiatric Association; SRCD (Society for Research on Child Development); CEMRRAT-2 (Commission on Ethnic Minority Recruitment, Retention and Training), Division 45 - Society for the Psychological Study of Ethnic Minority Issues, Division 35 - Society for the Psychology of Women, Texas Psychological Association

Summit Co-Chairs: *Toy Caldwell-Colbert, PhD - President of Div 45 and Cynthia de las Fuentes, PhD - President of Div 35*

Continuing Education: *Society of Counseling Psychology (Division 17) is approved by the American Psychological Association to offer continuing education for psychologists. Society of Counseling Psychology (Division 17) maintains responsibility for the program.*

American Psychological Foundation
Charles L. Brewer Distinguished Teaching of Psychology Award

The American Psychological Foundation (APF) invites nominations for the APF 2006 Charles L. Brewer Distinguished Teaching of Psychology Award.

The Award:
The awardee receives a plaque, a $2,000 check, and a two-night, three-day, all-expenses- paid trip to the American Psychological Association's (APA) 2006 annual convention, in New Orleans, LA where the award will be presented.

Requirements:
The award recognizes a career contribution to the teaching of psychology. The APF Teaching Subcommittee selects a psychologist for the award who has demonstrated:

- Exemplary performance as a classroom teacher;
- Development of innovative curricula and courses;
- Development of effective teaching methods and/or materials;
- Teaching of advanced research methods and practice in psychology; and/or,
- Administrative facilitation of teaching;
- Research on teaching;
- Training of teachers of psychology;
- Evidence of influence as a teacher of students who become psychologists.

Application Process:
APF provides nomination forms. Nominations should include the form, a statement that illustrates how the nominee fulfills the guidelines of the award, and the nominee's current vita and bibliography. Letters in support of the nomination are welcome. All materials should be coordinated and collected by the chief nominator and forwarded to APF at the same time.

The deadline for receipt of materials is **December 1, 2005**. Requests for nomination forms and completed nomination packets should be mailed to the APF Charles L. Brewer Teaching Award Coordinator, 750 First Street, NE, Washington, DC, 20002-4242. Requests for nomination forms may also be sent to *foundation@apa.org*.

American Psychological Foundation Gold Medal Awards

The American Psychological Foundation (APF) invites nominations for the APF 2006 Gold Medal awards. The awards include a medal, $2,000 (to be donated by APF to the charitable institution of the winner's choice), and an all-expense-paid trip for the award winner and one guest to the 2006 APA convention in New Orleans, L.A., for two nights and three days. Coach round-trip airfare, and reasonable expenses for accommodations, and meals for two individuals will be reimbursed. The Gold Medal awards recognize life achievement in and enduring contributions to psychology. Eligibility is limited to psychologists 65 years or older residing in North America. Awards are conferred in four categories:

- Gold Medal Award for Life Achievement in the Science of Psychology recognizes a distinguished career and enduring contribution to advancing psychological science.

- Gold Medal Award for Life Achievement in the Application of Psychology recognizes a distinguished career and enduring contribution to advancing the application of psychology through methods, research, and/or application of psychological techniques to important practical problems.

- Gold Medal Award for Enduring Contribution by a Psychologist in the Public Interest recognizes a distinguished career and enduring contribution to the application of psychology in the public interest.

- Gold Medal Award for Life Achievement in the Practice of Psychology recognizes a distinguished career and enduring contribution to advancing the professional practice of psychology through a demonstrable effect on patterns of service delivery in the profession.

Nomination Process:
Gold medal award nominations should indicate the specific award for which the individual is nominated and should include a nomination statement that traces the nominee's cumulative record of enduring contribution to the purpose of the award, as well as the nominee's current vita and bibliography. Letters in support of the nomination are also welcome. All nomination materials should be coordinated and collected by the chief nominator and forwarded together in one package. (Note: There is no nomination form.)

The deadline for receipt of complete nomination materials is **December 1, 2005;** complete nomination packets may be emailed to *Foundation@apa.org* or mailed to the Gold Medal Awards Coordinator, American Psychological Foundation, 750 First Street, NE, Washington, DC 20002-4242.

Biennial 2009 is on the Drawing Board

Thanks to the forward planning of the Executive Committee, SCRA is in the fortunate position of starting the search for the site of our 2009 Biennial four years ahead. Please begin thinking about sites, including your own, that might have the resources for this event—those that might also be ideal for exploring issues at the top of SCRA's agenda, including expanding our membership and our focus to include both more interdisciplinary programs, and more exploration of cultures and international events outside the U.S. More information about site requirements will appear in the next TCP issue. Please send suggestions or questions to Carolyn Swift, cfswift@aol.com; 1102 Hilltop Drive, Lawrence, KS. 66044.

Community and Politics. The Interface between Community and Political Psychology

A proposal for the *American Journal of Community Psychology*

The relations between community psychological studies, action, research, and politics (this term understood in its wider sense, regarding what concerns the public space and its occupation by the people), have been an obvious presence in community psychological work. The influence of public policies regarding a variety of community issues as well as the political role of community stakeholders and the political effects of their actions, creates an interface between both fields that has not often been considered a subject of research. The interest of the topic and its scarcity motivate this proposal. The following aspects cover some aspects of it:

- Difficulties and/or benefits deriving from contacts between community programmes and government agencies.
- Impact of community transformations on public policies and/or impact of public policies on community changing or stagnation.
- Effects of community development, organisation and transformation on the development of citizenship, and on the strengthening of civil society.
- Hurdles and limitations as well as motivation and impulse, deriving from social-political and cultural conditions and their effects on community projects.
- Other topics in which the interface between community and politics shows its presence and effects.

Proposals should be sent to Professor Maritza Montero, at the address below, and should be received by January 30, 2006. The papers should adjust to the norms stated by AJCP.

Apdo. 80394. Prados del Este
Caracas, 1080-A. Venezuela
mmontero@reacciun.ve

Call for Papers on "Ethical Challenges in Community Research and Action"

The Summer 2006 issue of *The Community Psychologist* will feature a special section devoted to "Ethical Challenges in Community Research and Action." We are seeking case studies focusing on ethical issues that the authors have encountered in their community-oriented work. Contributors are encouraged to pay particular attention to the "lessons learned" from these experiences, in terms of their implications for ethical practice in community psychology.

Submissions should not exceed 2500 words (double-spaced) with references formatted in APA style. Pictures and graphics are welcome. **The deadline for submissions is March 1st, 2006.** Please send both a hard copy and an e-mail attachment in Word to Michael Morris, who is serving as editor of this section. Feel free to contact him with your questions (203-932-7289; mmorris@newhaven.edu; Department of Psychology, University of New Haven, 300 Boston Post Road, West Haven, CT 06516).

CALL FOR INTERNATIONAL COMMUNITY PSYCHOLOGY JOURNALS

We thought it would be useful for community psychology (CP) academics and practitioners to have an idea of what CP journals (i.e., non-US published journals) might be available on the international scene. We are interested in knowing a bit of the history behind the journal as well as the current editor contact info and circulation details. A brief summary piece for these journals will be included in an upcoming issue of *TCP*. This information will provide a valuable resource and might also prove beneficial for some of the smaller CP journals worldwide.

If you know of an international CP journal, please send that information on the following **NO LATER THAN DECEMBER 1, 2005** to Joe Ferrari (*jferrari@depaul.edu*) at DePaul University or Dawn Darlaston-Jones (*ddarlaston-jones@nd.edu.au*) at the University of Notre Dame in Western Australia.

Information about international community psychology journals that you should include are:

- full title of journal
- current/past Editors; their affiliation and contact info
- year started
- current circulation
- publisher and subscription info
- available on-line?
- database listing
- is it peer reviewed?
- do authors pay for publication?

Please include a 50-75 word summary about the focus/aim of the journal, its target audience (e.g., academic or practitioner) and the type of content that it publishes (i.e., empirical, theoretical).

Society for Community Research and Action
Division 27 of the American Psychological Association
MEMBER DIRECTORY ADDENDUM, November 2005

A

Abina-Sotomayor, Keren. New York University, 6 Washington Place, Room 284 New York NY 10003 USA; keren@nyu.edu

Abraham, Kristen. Bowling Green State University, Department of Psychology, Room 206 Psychology Building Bowling Green OH 43403 USA; kabraha@bgnet.bgsu.edu

Adams, Monica. Center for Community Research 990 W Fullerton Ave, Suite 3100 Chicago IL 60625 USA; madams8@depaul.edu

Adkins, Latrese. Wellesley College 106 Central Street Wellesley MA 02481 USA; latreseadkins@yahoo.com

Aguirre, Rosa. Bowling Green State University, Psychology Department, Room 228 Bowling Green OH 43403 USA; raguirr@bgnet.bgsu.edu

Alat, Kazim. Indiana University 120 S. Kingston Dr. Apt. 26 Bloomington IN 47408 USA; alat@indiana.edu

Alexander-Emery, Sadie. 8210 Hartford Lubbock TX 79423 USA; 806-773-8035 sadie.1.emery@ttu.edu

Allen, Christopher. University of South Carolina, Barnwell College 1600 Hampton Street Columbia SC 29208 USA; allenct@gwm.sc.edu

Alpert, Lily. University of Connecticut, School of Family Studies 348 Mansfield Road U-2058 Storrs CT 6269 USA; lily.alpert@uconn.edu

Amaro, Joao Paulo Borges Lima. Rua Paio Peres Correia, 5-3 Dto Lisboa 1900-363 Portugal; 3.51E+11 jpamaro@netcabo.pt

Archer, Gretchen. Michigan State University, Battle Creek Evaluation Project 240C Psychology Building East Lansing MI 48824 USA; archerg1@msu.edu

Arias, Renee. DePaul University, The Village Project 2219 N. Kenmore Ave. Chicago IL 60614 USA; dtyler1@depaul.edu

Armstrong, Michael. Georgia State University 1852 Langston Ave. Atlanta GA 30310 USA; marmstrong4@student.gsu.edu

B

Banks, Erin. 203 Loft Lane Apt 35 Raleigh NC 27609 USA; 919-846-1569 erinbanks@yahoo.com

Barile, John P. 1636 Independence Ave. SE Washington DC 20003 USA; 202-271-3274

Barker-Hackett, Lori. 3801 W. Temple Ave. Pamona CA 91768 USA; 909-869-3904 LABarker@CSUpamona.edu

Barksdale, Crystal L. 3800 Stepping Stone Lane Burtonsville MD 20866 USA; clb@gwu.edu

Barreras, Ricardo. Montefiore Medical Center 111 E 210 St. Bronx NY 10467 USA

Beehler, Sarah. 3233 W. Palmer St. #1 Chicago IL 60647 USA; 773-645-3868 sbeeh11@uic.edu

Beeson, Jodie. Wichita State University, Self-Help Network 1845 Fairmount Box 34 Wichita KS 67206-0034 USA; jgbeeson-vanderweg@wichita.edu

Berkowitz, Shelby. Michigan State University 919 West St. Lansing MI 48915 USA; berkowi4@msu.edu

Berns, Emily Lynn. 101 Julie Ann Ct. Wake Forest NC 27587 USA; 919-805-1409 elberns@ncsu.edu

Bhawuk, Dharm. University of Hawaii 2404 Maile Way Honolulu HI 96822 USA; bhawuk@hawaii.edu

Blaske, Julie Lynn. 3515 Tiffany Lane Shoreview MN 55126 USA; 651-415-1235 blaske@spacestar.net

Bloom, Tina L. 5527 SE 71st Ave. Portland OR 97206-5359 USA; 503-774-9824 bloomt@ohsu.edu

Bonds-Turner, Valerie R. 255 Westwood Circle Macon GA 31206 USA; 478-405-6003 valrtrn@aol.com

Bothne, Nancy J. 1117 W Lunt Ave. 3a Chicago IL 60626 USA; 773-508-9103 njbrandr@yahoo.com

Boyd, Neil. Penn State University West 157 Olmsted Building 777 West Harrisburg Pike Middletown PA 17057 USA; nxb12@psu.edu

Braga, Leticia. Harvard Graduate School of Education, Cambridge MA 02138 USA; bragale@gse.harvard.edu

Branco, Patricia. 1034 Milton Grove Rd. N. Elizabethtown PA 17022 USA; 717-689-6012 plb147@psu.edu

Brandenberger, Heidi. Wichita State University, Self-Help Network 1845 Fairmount Box 34 Wichita KS 67260-0034 USA; heidi.brandenberger@wichita.edu

Brooks, David. Bull Savannah PA St. Elizabeth, Jamaica HI; 876-777-6024 dbrooks@nova.edu

Broomfield, Kimberley. Georgia State University 2976 Parc Lorraine Cir Lithonia GA 30038 USA; kbroomfield@gsu.edu

Brown, Jody. Wilfrid Laurier University 75 University Ave. Waterloo ON N2L 3C5 Canada; brow1193@wlu.ca

Brown, Tanya. 155 Merrimac St. Apt 2 Pittsburgh PA 15211 USA; 412-606-1809 jaderunner_98@yahoo.com

Browne, Alison. Curtin University of Technology, GPO Box U 1987 Perth 6845 Australia; a.browne@curtin.edu.au

Brychta, Amber. 4501 Hammersley Rd. #208 Madison WI 53711 USA; 608-469-2193 moonbrick21@yahoo.com

Buckner, Trecia. 5660 Kingsbury Apt. 205 St. Louis MO 63112 USA; 773-263-0222 lillieg2001@yahoo.com

Butler, Megan. 1583 Clarendon Road Bloomfield Hills MI 48302 USA; 248-737-8255 mbutler@students.depaul.edu

Butler, Sheretta. Wayne State University, Department of Psychology Campus Box 7801 Raleigh NC 27695-7801 USA; sheretta2@yahoo.com

C

Cadden, Kimberly. 245 Chestnut Street Cambridge MA 2139 USA; 617-251-8400 kimberlycadden@hotmail.com

Callahan, Kristin Leigh. 5977 General Haig St. New Orleans LA 70124 USA; 504-301-8669 kristin_callahan@hotmail.com

Calvert, Christy. Wichita State University, Self-Help Network 1845 Fairmount Campus Box 34 Wichita KS 67260-0034 USA; christy.calvert@wichita.edu

Carey, James. Centers for Disease Control and Prevention 1600 Clifton Rd. NE Mailstop E-37 Atlanta GA 30333 USA; cfg3@cdc.gov

Carmack, Chakema. Wichita State University 1845 N. Fairmount Wichita KS 67260 USA; cccarmack@wichita.edu

Cartman, Obari Sipho Yohance. Georgia State University PO Box 5010 Atlanta GA 30303 USA; ocartman1@student.gsu.edu

Castonguay, Véronique. University of Quebec at Montreal, Dépt. de psychologie C.P. 8888 Succ. Centre-ville Montréal Québec H3C 3P8 Canada; castonguay.veronique@courrier.uqam.ca

Chan, Wing Yi. 426 W Surf Street Apt 717 Chicago IL 60657 USA; 206-779-0523 wchan@uic.edu

Chavez, Noe. University of Illinois at Chicago 1009 Behavioral Sciences Building Mail Code 285 1007 West Harrison Street Chicago IL 60607-7137 USA; nchave2@uic.edu

Childs, Corrie. Wichita State University, Self-Help Network 1845 Fairmount Box 34 Wichita KS 67260-0034 USA; corrie.childs@wichita.edu

Christens, Brian. Peabody College Vanderbilt University, Department of Human and Organizational Development Box 90 Nashville TN 37203 USA; 615-421-2542 b.christens@vanderbilt.edu

Chung, Irene Yung-Fang. 625 W. Wrightwood Ave. #505 Chicago IL 60614 USA; 951-892-6899 irene_ucr@hotmail.com

Clark, Alyssa. 243 Westview Drive Athens GA 30606 USA; 706-369-7161 alyssa@hydrafuse.com

Clarke, Angela T. The Children's Hospital of Philadelphia, 34th & Civic Cntr. Blvd., 3535 Market #1459 Philadelphia PA 19104 USA; 215-590-7065 *484-732-8027* clarkea@email.chop.edu

Clausell, Eric. University of Illinois at Urbana-Champaign 603 East Daniel St. Champaign IL 61820 USA; eclausel@uiuc.edu

Coe, Mark. 1217 Bryton Trace Columbia SC 29210 USA; 803-466-8876 *803-467-1147* mcoe@depaul.edu

Cogburn, Courtney. University of Michigan 610 E. University 4003 Ann Arbor MI 48109 USA; ccogburn@umich.edu

Coleman, Thomas. St. Joseph's College 155 Roe Blvd. Patchogue NY 11717 USA; 631-447-2805 tcoleman@sjcny.edu

Collier, Charles D. Jean-Pierre. Georgia State University, Department of Psychology PO Box 5010 Atlanta GA 30302-5010 USA; jpcollier2@yahoo.com

Collins, Vicky. Wichita State University, Self-Help Network 1845 Fairmount, Box 34 Wichita KS 67260-0034 USA; vicky.collins@wichita.edu

Colon, Yari. DePaul University, Psychology Department 2219 N. Kenmore Ave. Chicago IL 60614 USA; ycolon@depaul.edu

Colon-Rivera, Angel W. 123 Ave. Estacion Isabela 662 PR; 787-431-4543 awcolon_rivera@yahoo.com

Conner, Latoya C. 1245 4th St. SW, E605 Washington DC 20024-2323 USA; 202-884-5497 *202-554-5547* LConner@cnmc.org

Conway, Patricia. Vanderbilt University, Peabody Box 90 230 Aooleton Place Nashville TN 37203 USA; patricia.conway@vanderbilt.edu

Cooper, Dan. Vanderbilt University 1460 W. Cuyler #3 Chicago IL USA

Cooper, Daniel G. 2736 W. Leland #1 Chicago IL 60625 USA; 312-996-8265 daniel.g.cooper@vanderbilt.edu

Costello, Diane. University of Notre Dame Australia 19 Mouat Street PO Box 1225 Fremantle 6959 W. Australia; 618-9433-0867 d.costello@ind.edu.au

D

Daly, Sonia. University of Quebec in Montreal Grave-Ardec CP 8888 Succ. Centre-Ville Montreal Qc H3C 3P8 Canada; daly.sonia@uqam.ca

Darlach, Lucia. DePaul University 2219 North Kenmore St. Chicago IL 60622 USA; ldarlach@depaul.edu

Davidson, Michelle K. 2800 N. Pine Grove 5F Chicago IL 60657 USA; 773-875-57219 mdavids4@depaul.edu

Davis, Anita. Rhodes College, Department of Psychology 2000 N. Parkway Memphis TN 38112 USA; 901-843-3989 adavis@rhodes.edu

Davis, Steve. North Central College 30 N. Brainard St, Naperville IL 60540 USA; smdavis@noctrl.edu

Davis Jr., William. 444 Church St. Indiana PA 15701 USA; 610-763-1434 ffn1@iup.edu

Davis-Galloway, Jayna. Penn State University 2607 Alessandro Blvd. Harrisburg PA 17110 USA; 717-657-6275 jrd314@psu.edu

Deardorff, Julianna. University of California, San Francisco, Health Psychology Program 3333 California St., Suite 465 San Francisco CA 94118 USA; jdeardor@itsa.ucsf.edu

DeLeeuw, Jamie. 4192 Browning St. Joseph MI 49085 USA; 269-861-1619 jamiedeleeuw@hotmail.com

DeVivo, Lisa. Proviso Township Mental Health Commission 4415 Harrison #401 Hillside IL 60162 USA; ldevivo@ptmhc.org

Duncan, Larissa. Penn State University South-110 Henderson Building University Park PA 16802 USA; lgd110@psu.edu

Durand, Tina. Boston College Campion 239 Chestnut Hill MA 02467 USA; palumbo@bc.edu

Dworski-Riggs, Deanne. Wesleyan University PO Box 4389 222 Church St. Middletown CT 6459 USA; ddworskirigg@wesleyan.edu

Dymnicki, Allison. 1039 N. Damen Ave. Chicago IL 60622 USA; 941-685-0156 adymni2@uic.edu

E

Ealey, Sarah. Wichita State University, Self-Help Network 1845 Fairmount Box 34 Wichita KS 67260-0034 USA; sarah.ealey@wichita.edu

Edwards, Arlene. Emory University 780 Lexington Ave. Atlanta GA 30310 USA

Eksher, H. Julia. Northwestern University, School of Education & Social Policy 2120 N. Campus Drive Evanston IL 60208 USA; 312-339-7848

Enchautegui-de-Jesús, Noemí. Syracuse University, Department of Psychology 430 Huntington Hall Syracuse NY 13244-2340 USA; nenchaut@syr.edu

Engels, Tim. Vrije Universiteit Brussel Pleinlaan 2 3C236 1050 Brussels Belgium; Tim.Engels@vub.ac.be

Erickson, Steve. EMSTAR Research 2814 Christopher Ct. Atlanta GA 30360 USA; ericksoneval@att.net

Esparza, Patricia. DePaul University 2119 N. Kenmore Ave. Chicago IL 60614 USA; nesparz1@depaul.edu

Evensen, Paul. 4048 Juniata St. Louis MO 63116 USA; 785-838-3320 pevensen@communitysystemsgroup.com

F

Fabian, Cathryn. 1609 S. State St. Ann Arbor MI 48104 USA; 734-846-8290 cgfabian@umich.edu

Faigin, David. Bowling Green State University, Psychology Department 207 Psychology Building Bowling Green OH 43403 USA; dfaigin@bgnet.bgsu.edu

Fayter, Rachel. Wilfrid Laurier University 75 University Ave. West Waterloo Ontario N2L 3C5 Canada; laurierpsychgirl@yahoo.ca

Fernandez, Aida Cristina. 1821 E. Loma Vista Drive Tempe AZ 85282 USA; 480-517-6942 aidacristinaf@yahoo.com

Fields, Alice. University of South Carolina 1600 Hampton St. Columbia SC 29208 USA; fieldsa@sc.edu

Figueroa-Rodríguez, Maribel. Carlos Albizu University PO Box 9023711 San Juan 00902-3711 Puerto Rico; tquintana@albizu.edu

Fischer, Sean N. 740 Union St. Brooklyn NY 11215 USA; 646-541-8499 sean.fischer@nyu.edu

Fogo, Wendy. Bowling Green State University, Department of Psychology, 206 Psychology Building Bowling Green OH 43403-0228 USA; wfogo@bgnet.bgsu.edu

Ford, Kahlil. University of Michigan, Department of Psychology 525 E. University Ann Arbor MI 48109-1109 USA; krf@umich.edu

Forney, Jason. Wayne State University, Psychology Department 71 W. Warren Ave. Detroit MI 48202 USA; jasonforney@wayne.edu

Foster-Fishman, Pennie. Michigan State University 125D Psychology Building East Lansing MI 48824 USA; fosterfi@msu.edu

Fowler, Patrick. 491 W. Hancock, Apt 9 Detroit MI 48201 USA; 248-545-0515 pfowler@wayne.edu

Fragiadakis, Kostas. Mitropoleos 10 Thessaloniki GR 54625 Greece; 32 310 500477 kfragkia@psy.auth.gr

Francescato, Donata. University of Rome, Salita S.Onofrio 21 Rome 165 Italy; mc0938@mclink.it

Franco, Jamie L. University of California, Santa Cruz 204 E. Hilton Dr. #18 Boulder Creek CA 95006 USA; 831-338-7103 jfranco@ucsc.edu

Freedman, Darcy. Vanderbilt University, Peabody Box 90 230 Appleton Place Nashville TN 37203 USA; darcy.a.freedman@vanderbilt.edu

Frichitthavong, Phouthava (Tara). Victoria University of Technology PO Box 14428 MCMC Melbourne Victoria 8001 Australia; phouthava.frichitthavong@research.vu.edu.au

Friedmann, Barbara. KCMETRO Child Traumatic Stress Program 9691 Outlook Overland Park KS 66207 USA; bfriedmann@lvnworth.com

Friesen, Dana. Wilfrid Laurier University 75 University Ave, West Waterloo ON N2L 3C5 Canada; frie7530@wlu.ca

Furman, Marilyn. 435 South Tryon St., Suite 907 Charlotte NC 28202 USA; 704-377-6631 mffurman@aol.com

Furness, J. A.100 St. James Drive Hamilton Waikato 2001 New Zealand; 00-64-07-853-9649 bell.furness@xtra.co.nz

G

Gaba, Ayorkor. 8 Lincoln Place, Apt. B North Brunswick NJ 08902 USA; 732-309-8152 yokigaba@hotmail.com

Gadaire, Dana. 1450 Bonnie Glenn Cv. Tucker GA 30084 USA; 770-557-1793 dgadaire1@student.gsu.edu

Galavotti, Christine. Centers for Disease Control and Prevention 4770 Buford Hwy NE (MS-K-22) Chamblee GA 30341 USA; cxg2@cdc.gov

Galka, Steven. Ball State University 3548 N. Tillotson, #330 Muncie IN 47304 USA; swgalka@bsu.edu

Galves, Albert. 2711 Sunrise Point Rd. Las Cruces NM 88011 USA; agalves2003@yahoo.com

Gambane, Laura. University of South Carolina 215 Barend St. Columbia SC 29205 USA

Garcia, Edurne. University of Illinois at Chicago, Department of Disability & Human Development 1640 W. Roosevelt Rd. Chicago IL 60608 USA; edurnez1@yahoo.com

Garza, Patricia. University of Illinois at Chicago, Department of Psychology (M/C 285) 1007 W. Harrison Chicago IL 60616 USA; pgarza1@uic.edu

Gaskins, Jennifer. Montclair State University 1 Normal Ave Montclair NJ 7043 USA; gaskinsj1@mail.montclair.edu

George, Preethy. 1821 E. Loma Vista Dr. Tempe AZ 85282 USA; 480-517-6942 preethy.george@asu.edu

Goodnow, Sara. St. Lawerence University Romoda Drive Canton NY 14617 USA; sarsha21@hotmail.com

Graham, Ben. DePaul University 1430 W. Leland Chicago IL 60640 USA

Grant, Andrew. University of Hawaii at Manoa 2430 Campus Rd. Gartley Hall Honolulu Hawai'i 96822 USA; andrewgr@hawaii.edu

Greeson, Megan. Michigan State University, 504 Dartmouth Drive Durand MI 48429 USA; 989-277-9609 greesonm@msu.edu

Grover, Tara. University of Virginia 102 Gilmer Hall PO Box 400400 Charlottesville VA 22904 USA; tlg9s@virginia.edu

Guessous, Omar. Georgia State University, Department of Psychology PO Box 5010 Atlanta GA 30303-5010 USA; oguessous@comcast.net

Guin, Autmun H. 649 Britton Court Sanford NC 27330 USA; 919-718-7845 autumn_guin@ncsu.edu

H

Hackett, Justin David. 929 East Foothill Blvd, SPC #137 Upland CA 91786 USA; 859-512-0562 hackett_j@hotmail.com

Hagelskamp, Carolin. New York University 6 Washington Place, Room 272 New York NY 11238 USA; cih216@nyu.edu

Halkitis, Perry N.New York University 239 Greene Street, Suite 403 New York NY 10003 USA; 212-998-5373 pnh1@nyu.edu

Hall, Diane M. 929 Fairfax Rd. Drexel Hill PA 19026 USA; 484-452-6406 dmhall@gse.upenn.edu

Hamaguchi, Machiko. Ochanomizu University 4-3-13-310 Nishiochiai Shinjuku-ku Tokyo 161-0032 Japan; machicomachico@hotmail.com

Hammock, Amy. University of Michigan, School of Social Work 1080 S. University Ave. Ann Arbor MI 48109 USA; ahammock@umich.edu

Hannah, Gordon. University of Washington, School of Medicine 1959 NE Pacific St., Box 356560 Seattle WA 98195 USA; hannahg@u.washington.edu

Harpine, Elaine Clanton. Kent State University, Geauga 529 Beryl Drive Kent OH 44240 USA; 330-678-2524 eclanton@kent-edu

Harvell, Samantha A.S. 1718B 15th St. NW Washington DC 20009 USA; 202-641-7635 sasharvell@gmail.com

Hasford, Julian. 101 Lord Simcoe Drive Brampton ON L6S 5H4 Canada; 416-897-3378 hasfl688@wlu.ca

Hawes, Susan. 40 Avon St. Keene NH 03431 USA; 603-357-3122 *413-369-4992* shawes@antiochne.edu

Heisler, Kurt. 543 W. 20th, Unit 103 Norfolk VA 23517 USA; 757-668-6499 heislekw@evms.edu

Helm, Susana. Helm Consulting, L.L.C. 106 Griswold Drive West Hartford CT 06119 USA; shelm@hawaii.edu

Hernandez, Brigida. DePaul University, Department of Psychology 2219 N. Kenmore Ave. Chicago IL 60614 USA; bhernan4@depaul.edu

Hidalgo, Benjamin. University of Illinois 603 E. Daniel St. Champaign Il 61820 USA; bhidalgo@cyrus.psych.uiuc.edu

Hidalgo, Marco A. DePaul University, Department of Psychology 2219 N. Kenmore Ave., Ste. 420 Chicago IL 60614 USA; mhidalgo@depaul.edu

Hobden, Karen. Wayne State University, Psychology Department 71 W. Warren Ave. Detroit MI 48202 USA; khobden@wayne.edu

Hoeweler, Fred. West-C, 733 State Ave. Cincinnati OH 45204 USA; frederick.hoeweler@cincinnatistate.edu

Hoffman, Cheri. Vanderbilt University, Peabody #151 230 Appleton Place Nashville TN 37203 USA; cheri.hoffman@vanderbilt.edu

Holliday, Christopher S. 2964 Emerald Glen Court Jonesboro GA 30236 USA; 770-471-3318 csholliday@gdph.state.ga.us

Hollman, Ruth. SHARE! 5521 Grosvenor Blvd. Los Angeles CA 90066 USA

Horwitz, Rebecca. University of South Carolina, Department of Psychology Columbia SC 29208 USA

I

Izzo, Charles. Cornell University, Family Life Development Center 1108 North Cayuga St. Ithaca NY 14850 USA; cvi2@cornell.edu

J

Jamil, Omar. DePaul University, Department of Psychology 2219 N. Kenmore Ave. Byrne Hall 420 Chicago IL 60614 USA; ojamil@depaul.edu

Jara, Eddy. University of California, Berkeley 2299 Piedmont Ave., #715 Berkeley CA 94720 USA; ejara@berkeley.edu

Javdani, Shabnam. National Council on Crime and Delinquency 1970 Broadway, Suite 500 Oakland CA 94612 USA; sjavdani@sf.nccd-crc.org

Jemmott III, John B. University of Pennsylvannia, The Annenberg School for Communication 3535 Market St., Ste.520 Philadelphia PA 19104-3309 USA; 215-573-9366 jjemmott@asc.upenn.edu

Jenkins, Richard. Centers for Disease Control and Prevention 1600 Clifton Rd. NE, Mailstop E-37 Atlanta GA 30333 USA; cfg3@cdc.gov

Jeske, Shannon L. 1317 Hazel Street Oshkosh WI 54901 USA; 920-277-9192 shonnique3030@hotmail.com

Joanes, Ana. 123 Boerum Place, Suite 3B Brooklyn NY 11201 USA; reelyouth@yahoo.com

Joëlle, Pouliot-Lapointe. Laval University, School of Psychology Quebec City Quebec G1K 7P4 Canada; joelle.lapointepouliot@bdeb.qc.ca

Johnson, Katie. Ball State University 2000 W. University Ave. Muncie IN 47306 USA; kajohnson@yahoo.com

Jones, Diana. Vanderbilt University, Peabody #90 230 Appleton Place Nashville TN 37203 USA; diana.l.jones@vanderbilt.edu

Jozefowicz, Debra. Wayne State University 46883 Amberwood Shelby Township MI 48317 USA

Justice, Brandi Page. 1601 N. 19th St., Apt. 303 Arlington VA 22209 USA; 571-241-4693 brandipaigejustice@yahoo.com

K

Kahana, Marina Berns. University of California, Irvine, School of Ecology 202 Social Ecology I Irvine CA 92697 USA; 940-387-5928 mkahana@uci.edu

Kahn, Jack S. 7 Jamaica Place, #2 Jamaica Plain MA 02130 USA; 617-522-3686 jkahn@curry.edu

Kalinowski, Samantha. 9003 E. Nassau Ave. Denver CO 80237 USA; 720-482-6635 standard_deviation@earthlink.net

Kao, Ming-Yu B. 1669 Oxford Street, Apt. 3 Berkeley CA 94709 USA; 917-434-5923 m.bob.kao@gmail.com

Karlsson, Magnus. Ersta Sköndal University College, Herbert Widmans väg 12 Sköndal Stockholm 128 85 Sweden; m.karlsson@sssd.se

Kinder, Bradley L. Office of Community Psychology 1858 Ashland Ave. St. Paul MN 55104 USA; 651-357-4119 bradkinder@msn.com

King, Jackie S. 605 A Willow St. Highspire PA 17034 USA; 717-939-0483 jsk247@psu.edu

Knight, Kelly. National Council on Crime and Delinquency 1970 Broadway, Suite 500 Oakland CA 94612 USA; kknight@sf.nccd-crc.org

Kobayashi, Yuka. Ochanomizu University 4-9-2 Otsuka 102 Bunkyo-ku Tokyo 112-0012 Japan; yuka1980710@hotmail.com

Kobes, Shannon. Ball State University 2000 W. University Ave. Muncie IN 47303 USA; k_shannon@hotmail.com

Kota, Tamai. International Christian University 10-2 Osawa 3chome, Mitaka-shi Tokyo Japan; g076006@yamata.icu.jp

Kraft, Joan. Centers for Disease Control & Prevention 4770 Buford Highway, MS K-34 Atlanta GA 30324 USA; JKraft@cdc.gov

Kulkarni, Madhur. 1144 Loyola Drive Salinas CA 93901 USA; 650-576-9440 madhur.kulkarni@gmail.com

L

Lacasse, Jeffrey. 376 Hayden Rd. Tallahassee FL 32304 USA; jeffrey_lacasse@yahoo.com

LaForett, Dore R. 2491 N. 50th St., #242D Philadelphia PA 19131 USA; 267-258-5563 *267-258-5563* laforett@temple.edu

LaHousse, Shelia F. Michigan State University 1638 Spartan Village, #G East Lansing MI 4832248823 USA; 517-214-0906 lahouss1@msu.edu

Lang, Lironne. DePaul University, The Village Project 2219 N. Kenmore Ave. Chicago IL 60614 USA; dtyler1@depaul.edu

Lantz, Jeanette. Fuller Theological Seminary, Headington Program 180 N. Oakland Pasadena CA 91101 USA; jeanettelantz@cp.fuller.edu

Lapertosa, Lynda. 6518 Parsons Blvd., #1C Fresh Meadows NY 11365 USA; 646-732-1418 LLapertosa@aol.com

Larson, Reed. University of Illinois 1105 W. Nevada Urbana IL 61801 USA

Leary III, George E. 103 Locust Drive Gwen Oak MD 21207 USA; 410-594-1733 gleary1@umbc.edu

Leavy, Richard L. Ohio Wesleyan University, Department of Psychology Delaware OH 43015 USA; 740-368-3817 Rlleavy@owu.edu

Ledgerwood, Angela. Miami University 136 Benton Hall Oxford OH 45056 USA; ledgerad@muohio.edu

Lee, Marie. 347 ASH, 6001 Dodge St. UNO Omaha NE 68182 USA; 402-933-7587 bonner@email.uc.edu

Lee, Shawna J. 1255 Amsterdam Ave., Rm 916 New York NY 10027-5997 USA; 212-851-2418 SL2614@columbia.edu

Lefebre-McGevna, Jennifer. 45 Cameron St. Torrington CT 06790 USA; 806-496-0742 jenniferlefebre@sbcglobal.net

Lemus, Eder. University of the District of Columbia 4600 Duke St., #808 Alexandria VA 22304 USA

Lim, Noriel. University of Illinois at Urbana-Champaign 308 Psychology Building, MC 716 603 E. Daniel St. Champaign IL 61820 USA; nelim@uiuc.edu

Linder, Nikeea. Johns Hopkins University 600 N. Wolfe St., Park 351 Baltimore MD 21287 USA; nikeeal@prodigy.net

Liu, Diane. 825 S. Golden West Ave., Apt. 4 Arcadia CA 91007 USA; 213-639-6468 *626-446-6756* dliw@ladhs.org

Livet, Melanie A. 108 Ennismore Common Lane Columbia SC 29229 USA; 803-479-4322 melanielivet@yahoo.com

Luciano, Berardi. 4343 N. Clarendon, Apt. 1510 Chicago IL 60613 USA

Lugo, Eduardo. University of Puerto Rico C-23 R-7 Villa Nueva Caguas 727 Puerto Rico

M

Mance, GiShawn. DePaul University, Byrne Hall - Department of Psychology 2219 N. Kenmore Ave. Chicago IL 60616 USA; gmance@depaul.edu

Maras, Melissa. Miami University 136 Benton Hall Oxford OH 45056 USA; marasma@muohio.edu

Martin, Pamela. North Carolina State University, Department of Psychology Campus Box 780 Raleigh NC 27695-7801 USA; pamela_martin@ncsu.edu

Martin, Sandy. 9100 Antioch Rd. Overland Park KS 66212 USA; 913-649-6618 *913-649-0151* procomm@everestkc.net

Martinez, Louise. University of Illinois at Chicago, College of Applied Health Sciences 1919 West Taylor, MC-811 Chicago IL 60612 USA; lmarti5@uic.edu

Maruyama, Fusako. International Christian University, Graduate School of Education 10-2 Osawa 3-chome Mitaka-shi, Tokyo 181-85 956-21YamaguchTokorozawa Saitama 359-1145 Japan; sakomaruyama@tbm.t-com.ne.jp

Maruyama, Geoffrey. University of Minnesota 432 Morrill Hall Minneapolis MN 55455 USA

Masood, Nausheen. University of Illinois at Urbana-Champaign 603 E. Daniel St. Champaign IL 61820 USA; nmasood@psych.uiuc.edu

Massey, Sean. Binghamton University, SUNY, School of Education and Human Development Binghamton NY 13902-6000 USA; smassey@binghamton.edu

Master, Talia. 10 S. 11th Ave. Highland Park NJ 8904 USA; 201-658-9227 tmater@eden.rutgers.edu

Mathies, Sonya. DePaul University, The Village Project 2219 N. Kenmore Ave. Chicago IL 60614 USA; smathies@depaul.edu

McAuliffe, Christine. Bowling Green State University 1039 Varsity West Bowling Green OH 43402 USA; cemcaul@bgnet.bgsu.edu

McBride, Michelle. 21 Fairview Ave. Wallingford CT 06492 USA; 203-294-9764 posivitvely.m@snet.net

McCown, Diana. Vanderbilt University 195 Maxwell Dr. Clarksville TN 37043 USA; diana.l.mccown@vanderbilt.edu

McCoy, Natalie. Georgia State University 1175 Church St., Apt. E Decatur GA 30030 USA; nmccoy2@student.gsu.edu

McDaniel, Jacquelyn. University of South Carolina 819 Barnwell St. Columbia SC 29208 USA; mcdanielj@campus.fontbonne.edu

McGowen, Lindsey. 1315 Filmore St., Apt. G Raleigh NC 27605 USA; 918-605-6665 lindseycm@hotmail.com

McKleroy, Vel. Centers for Disease Control and Prevention 1600 Clifton Rd., NE Mailstop Atlanta, GA 30333 USA; cfg3@cdc.gov

McNall, Miles. Michigan State University, University Outreach and Engagement Kellogg Center Garden Level East Lansing MI 48824 USA; mcnall@msu.edu

Meadows, Jennifer Lee. 1300 Maple Ave. Lancaster PA 17603 USA; 717-295-2336 froggy23696@hotmail.com

Mechikoff, Angela M. 4115 Country Club Blvd. Sioux City IA 51104 USA; 712-239-7177 amechiko@usd.edu

Merrick, Melinda. University of Illinois at Urbana Champaign, 1115 Plant Sciences Lab, MC-634 1201 S. Dorner Dr. Urbana IL 61801 USA; mmerrick@uiuc.edu

Meyer-Chilenski, Sarah. Prevention Research Center 402 Marion Building University Park PA 16802 USA; sem268@psu.edu

Milanak, Melissa. University of Illinois at Urbana Champaign, 404 E. Green St., #102 Urbana IL 61802 USA; milanak2@uiuc.edu

Miller, Jonette O'Kelley. 133 Highland Ave. Middletown NY 10940 USA; 845-956-0005 jom202@nyu.edu

Miller, Rose. Michigan State University 240D Psychology East Lansing MI 48824 USA; greenw50@msu.edu

Miller, Tiffany. Georgia State University University Plaza Atlanta GA 30309 USA; tmiller9@earthlink.net

Miyata, Wataru. International Christian University Osawa 3-10-2 Mitaka-shi Tokyo 181-8585 Japan; e061315@yamata.icu.ac.jp

Mock, Lynne. Community Mental Health Council, Inc., Research Department 8704 S. Constance Ave. Chicago IL 60617 USA; lhmock@uic.edu

Monteverde, Angelica. Montclair State University 1 Normal Ave. Upper Montclair NJ 7043 USA; lilang214@aol.com

Mooss, Angela. Georgia State University, Psychology Department 33 Gilmer St., 11th floor Atlanta GA 30303 USA; amooss@hotmail.com

Morgan, Dudley. 6 Bates Cres Whitehorse, YK Y1A 4T8 Canada; 867-668-7144 deliasmorgan@yahoo.com

Morris, Jordan. 330 Central Park Ave. Scarsdale NY 10583 USA; 914-699-4780 jm2433@columbia.edu

Mualuko, Mwende. Georgia State University, 710 Peachtree St. Ne., #616 Atlanta GA 30308 USA; mmualuko1@student.gsu.edu

Muldowney, Kathleen. Center for Community Research 4855 N. Wolcott Ave., #3B Chicago IL 60640 USA; 773-325-4963 kmuldown@depaul.edu

Murphy-Medley, Deena. North Carolina State University, Raleigh NC 27615 USA; dmurphymedley@aol.com

N

Nation, Maury. Vanderbilt University 3615A Doge Ct. Nashville TN 37204 USA

Nelson, Erin. Georgia State University 6450 Kemp Dr. Acworth GA 30102 USA

Nettles, Saundra Murray. 607 Buckshot Court Statesboro NC 30461 USA; 912-489-1139 snettles@georgiasouthern.edu

Nguyen, Hoa. University of Michigan, Department of Psychology 3444 East Hall Ann Arbor MI 48109-1109 USA; hxn@umich.edu

Nowell, Branda. Michigan State University 1029 Morgan Lansing MI 48912 USA; 517-377-0932 nowellbr@msu.edu

Nu'Man, Jeanette. ORC Macro 3 Corporate Square Atlanta GA 30329 USA; 404-321-3211 jnuman@orcmacro.com

O

Obasaju, Mayowa. Georgia State University 2388 Lawrenceville Highway, Unit F Decatur Georgia 30033 USA; mobasaju1@hotmail.com

Oberoi, Jasmeet S. 515 S. Western Ave., Unit #1 Chicago IL 60612 USA; 312-498-0816 aobero3@uic.edu

Ogley-Oliver, Emma. Georgia State University, Urban Life Center Decatur St. Atlanta GA 30303 USA; emmaogley@hotmail.com

O'Neill, Kaney. Northwestern University, 633 Clark St. Evanston IL 60208 USA; k-oneill@northwestern.edu

Orozco, Lumarie. 5547 Girard Ave. North Brooklyn Center MN 55430 USA; 651-646-5553 *763-549-0254*

Ortiz-Torres, Blanca. University of Puerto Rico, Ave Universidad 55 San Juan 931 Puerto Rico

Osuna, Michelle. University of Puerto Rico-Rio Piedras Campus, PO Box 23174 San Juan 00931-3174 Puerto Rico; Osuna_Michelle@hotmail.com

Ouchi, Junko. International Christian University 10-2 Osawa 3-chome Mitaka Tokyo 181-0015 Japan; yanaginoha@hotmail.com

Owen, Jessica. University of Virginia, PO Box 400400 Charlottesville VA 22902 USA; jao5j@virginia.edu

P

Pachan, Mary (Molly). Loyola University Chicago, Department of Psychology 6525 N. Sheridan Rd. Damen Hall Chicago IL 60626 USA; mpachan@luc.edu

Panulla, Sharon. 233 Spring St. New York NY 10013-1522 USA

Parikshak, Sangeeta. DePaul University, Department of Psychology 2219 N. Kenmore Ave. Chicago IL 60614 USA; spariksh@depaul.edu

Parnes, Anna. DePaul University, Department of Psychology 2219 N. Kenmore Ave., 4th floor Chicago IL 60614 USA; aparnes@depaul.edu

Patterson, Debra. Michigan State University, 139D Psychology Building East Lansing MI 48824-1116 USA; patte251@msu.edu

Pearson, Rachel. Wichita State University, Self-Help Network 1845 Fairmount, Box 34 Wichita KS 67260-0034 USA; iluvdeltas@hotmail.com

Perilla, Julia. Georgia State University, P.O. Box 5010 Atlanta GA 30302-5010 USA; jperilla@gsu.edu

Perlmutter, Barry. University of La Verne, 1950 Third St. La Verne CA 92346 USA; bperlmutter@ulv.edu

Peters, Wayne. Owen Sound CAS Owen Sound ON USA; alpinegirl849@hotmail.com

Petrokubi, Julie. University of Wisconsin - Madison 1228 Spaight St. Madison WI 53703 USA; petrokubi@wisc.edu

Pinkard, Kimberly A. 615 Sea Pine Lane, #1402 Newport News VA 23608 USA; 803-238-4252 kiwi211288@aol.com

Pinkard, Tracy. Vanderbilt University, Peabody #151 230 Appleton Place Nashville TN 37203 USA; tracy.j.pinkard@vanderbilt.edu

Pitts, Claudia. National-Louis University 620 Tollgate Rd. Elgin IL 60123 USA; CPitts@NL.edu

Polcin, Douglas. Haight Ashbury Free Clinic 612 Clayton St. San Francisco CA 94117 USA; dpolcin@hafci.org

Pooley, Julie Ann. Edith Cowan University 100 Joondalup Dve Joondalup Perth 6027Australia; j.pooley@ecu.edu.au

Pratt, Rebekah. University of Edinburgh, Community Health Sciences - General Practice 20 W. Richmond St. Edinburgh Lothian EH8 9DX Scotland; rebekah.pratt@ed.ac.uk

Pryce, Julia. University of Chicago, 969 E. 60th St. Chicago IL 60637 USA; prycej@uchicago.edu

Pullman, Michael D. 1909 Fatherland St., Apt. A Nashville TN 37206 USA; 615-228-8533 michael.d.pullmann@vanderbilt.edu

R

Rahman, Sajjadur. Wesleyan University 136 High St., #2 Middletown CT 06457 USA; srahman@wesleyan.edu

Rainey, Christie Ann. 1126 Stone St. Los Angeles CA 90063 USA; 323-841-8551 she_who_dreams@sbcglobal.net

Ramirez, Jorge I. University of Illinois, Department of Psychology 603 Daniel St. Champaign IL 61820 USA; 217-265-8514 jramirez@s.psych.uiuc.edu

Ramos, Cheryl. University of Hawaii at Hilo 200 W. Kawili St. Hilo HI 96720 USA; cmaeramos@aol.com

Ramos, Maria. New York University, 6 Washington Place, #285 New York NY 10003 USA; mr997@nyu.edu

Redmond, Michelle. Wichita State University 3730 Charon Lane Wichita KS 67220 USA; redchellea1@aol.com

Reeves, Erin. University of Illinois at Chicago, Institute of Research Policy 1747 W. Roosevelt Rd. Chicago IL 60608 USA; ereeve1@uic.edu

Reinhart, Crystal. Wichita State University, Self-Help Network 1845 Fairmount, Box 34 Wichita KS 67260-0034 USA; careinhart@wichita.edu

Ren, Julie. Wesleyan University, Wesleyan Station Middletown CT 06459 USA; jren@wesleyan.edu

Riemer, Manuel. Vanderbilt University, CEPI, Peabody #151 230 Appleton Place Nashville TN 37203-5721 USA; manuel.riemer@vanderbilt.edu

Riley, Therese. VicHealth Centre, University of Melbourne, School of Pop Health, Level 5, 207 Bouverie St. Carlton Victoria 3053 Australia; triley@unimelb.edu.au

Rivera, Ann Christine. New York University 6 Washington Place, 2nd Floor New York NY 10003 USA

Robinson, Simone. Marygrove College, Department of Psychology, Campus Box 7801 Raleigh NC 27615-7801 USA; simone424@hotmail.com

Robinson, W. LaVome. 4170 N. Marine Dr., #10F Chicago IL 60613 USA; 773-348-0920

Roche, Cathy. Georgia State University, 1189 McLendon Ave, #10 Atlanta GA 30307 USA; cmorris13@student.gsu.edu

Roesch, Ronald. Simon Fraser University, Department of Psychology 8888 University Drive Burnaby BC V5A 1S6 Canada; roesch@sfu.ca

Rokusek, Rochelle. Miami University, 136 Benton Hall Oxford OH 45056 USA; rokuserm@muohio.edu

Rosen, jay. DePaul University 2219 N. Kenmore, Apt. 1 Chicago IL 60614 USA; jrosen3@depaul.edu

Ruback, Jasmin K. Riad. State College 991 McCormick Ave. State College PA 16801 USA; 814-441-4150 jruback@rubackassociates.com

Rubin, Bart. Family Institute of Pinole 1839 Tacoma Ave. Berkeley CA 94707 USA; 510-741-7286 BRubin525@aol.com

Ryan, Katelin. New School for Social Research, 65 Fifth Ave. New York, NY 10003 USA; katelin_ryan@yahoo.com

Rynczak, Danielle. University of Illinois at Urbana-Champaign, 308 Psychology Building MC-716 Champaign IL USA USA; rynczak@cyrus.psych.uiuc.edu

S

Sabina, Chiara. 64 Leslie Lane Smithtown NY 11787 USA; csabina@luc.edu

Sabina, Chiara. University of New Hampshire 126 East Horton Durham NH 03824 USA; 603-862-0644 c.sabina@unh.edu

Sakai, Akiko. Ochanomizu University 2-5-12 Iwamoto-cho Chiyoda-ku Tokyo Iwamoto-cho Chiyoda-ku Tokyo 101-0032 Japan; akiko19811124@yahoo.co.jp

Salem, Deborah. Michigan State University 127A Psychology Building E. Lansing MI 48824 USA

Sander, Lindsay Margaret. 47 E. Willis, Apt. 37 Detroit MI 48201 USA; 313-418-6143 LSander@wayne.edui

Sandler, Jen. University of Wisconsin-Madison 798 Educational Sciences 1025 W. Johnson St. Madison WI 53704 USA; jdsandler@wisc.edu

Saul, Janet R. 445 Mimosa Drive Decatur GA 30030 USA; 770-488-4733 jsaul@cdc.gov

Saw, Anne. University of Illinois, Urbana-Champaign, 603 E. Daniel St. Champaign IL 61820 USA; annesaw@psych.uiuc.edu

Schueny, Michael. University of Illinois at Chicago 1747 W. Roosevelt Chicago IL 60302 USA

Schwab, Lisa. University of Missouri-Kansas City, Department of Psychology, 4825 Troost, 5100 Rockhill Rd., Rm 108 Kansas City MO 64110 USA; lms79c@umkc.edu

Sechrest, Richard E. 6165 Waiting Spring Columbia MD 21045 USA; 410-740-5009 rsechrest@loyola.edu

Seepersad, Sean. University of Illinois at Urbana-Champaign, Child Development Lab, MC-038 1105 W. Nevada St. Urbana IL 61820 USA; seepersa@uiuc.edu

Segre, Lisa. University of Iowa, Department of Psychology 11 E Seashore Hall University of Iowa Iowa City Iowa 52242 USA; lisa-segre@uiowa.edu

Shepherd, Matthew. Wichita State University, Self-Help Network 1845 N. Fairmount, Box 34 Wichita KS 67260-0034 USA; matthew.shepherd@wichita.edu

Shiell, Alan. University of Calgary, G012F, 3330 Hospital Drive NW Calgary AB T2N 4N1 Canada; ashiell@ucalgary.ca

Shpungin, Elaine. University of Illinois at Urbana-Champaign 505 E. Green St., 3rd Floor Champaign IL 61820 USA

Sim, Tiffanie. University of Maryland, Baltimore County, Department of Psychology 1000 Hilltop Circle Rd. Baltimore MD 21117 USA; tiffsim1@umbc.edu

Sinha, Vandna. Northwestern University, Institute for Policy Research 2040 Sheridan Rd. Evanston IL 60208 USA; vandna@northwestern.edu

Sinkule, Jennifer. George Mason Unviersity 310 Shirley St., Apt. 58 Falls Church VA 22046 USA; 571-243-8625 jsinkule@gmu.edu

Sioui, Anik. University of Quebec at Montreal, Département de Psychologie C.P. 8888 Succ. Centre-ville Montréal Québec H2S 2Z1 Canada; sioui.anik@courrier.uqam.ca

Skinner, Michael. Pendragyn 1212 Walter St., SE Washington DC 20003 USA; skinnermj@earthlink.net

Sly, Jamilia. 2330 N. Oliver, #120 Wichita KS 67220 USA; 316-687-0116 jrsly@wichita.edu

Smalls, Ciara. University of Michigan, Department of Psychology East Hall 3257 525 University Ave. Ann Arbor MI 48109 USA; csmalls@umich.edu

Smolowitz, Rachel. University of South Carolina, Barnwell College, Psychology Department Columbia SC 29201 USA; smolowit@mailbox.sc.edu

Sobeck, Joanne. Wayne State University 4756 Cass Ave. Detroit MI 48201 USA; 313-577-8770 ab1350@wayne.edu

Sokolowski, Caroline. DePaul University 1437 W. Olive Ave., Apt. 1 Chicago IL 60660 USA; 847-219-2099 *773-878-4426* caresoko@yahoo.com

Sorell, Nicole. University of Illinois at Urbana-Champaign 10420 S. Wood St. Chicago IL USA

Sotiris, Lainas. Mitropoleos 10 St. Thessaloniki 54625 Greece; 32 310 500477 selfhelp@auth.gr

Stanard, Pia. 218 N. Charles St., #1404 Baltimore MD 21201 USA; 301-793-0208

Steenwyk, Mark. Fuller Graduate School of Psychology 180 N. Oakland Pasadena CA 91101 USA; marksteenwyk@cp.fuller.edu

Stept, Dawn M. 66 S. Fullerton Ave., #12 Montclair NJ 7042 USA; 973-655-3433 steptd@mail.montclair.edu

Stewart, Eric. University of Georgia, Department of Psychology Athens GA 30602-3013 USA; estewart@uga.edu

Stout, David J. 1703 E. West Hwy., Apt. 401 Silver Spring MD 20910 USA; 410-802-8952 djstout@gmail.com

Swan, Suzanne. University of South Carolina, Department of Psychology University of South Carolina Columbia SC 29208 USA; swan@sc.edu

Swink, Nathan. Wichita State University, Department of Psychology 437 Jabara Hall, Box 34 Wichita KS 67260 USA; Nick_Penn23@hotmail.com

Szenda Wilson, Kathy. Battle Creek Community Foundation 34 W. Jackson St. Battle Creek MI 49017 USA; kathy@bccfoundation.org

T

Tandon, Darius. Johns Hopkins University, 203 Reed Hall 1620 McElderry St. Baltimore MD 21205 USA; standon@jhmi.edu

Taylor, Rebecca. University of Illinois at Chicago 707 W. Roscoe, Apt. C Chicago IL 60657 USA

Teal, Cayla. Baylor College of Medicine, HCQCUS (VA 152) 2002 Holcombe Blvd. Houston TX 77030 USA; cteal@bcm.tmc.edu

Thibodeau, Caroline. Université Laval, Quebec G1K 7P4 Canada; caroline.thibodeau.2@ulaval.ca

Thomas, Faye. 2920 Northway Drive, #302 Brooklyn Center MN 55430 USA; 763-503-7495 FayRay119@aol.com

Thompkins, Amanda. New York University, 6 Washington Place New York University New York NY 10003 USA; act243@nyu.edu

Thompson, Amy Jo. 135 S. 11th St. Indiana PA 15701 USA; 724-349-4354 taj@indianaconnect.com

Torres, Rodrigo Sebastian. DePaul University, Department of Psychology 2219 N. Kenmore Ave. Chicago IL 60614 USA; rtorres4@depaul.edu

Townsend, Tiffany. Penn State University, Psychology Department 302 Moore Building University Park PA 16802 USA; 814-863-1745 tgt1@psu.edu

Trivits, Lisa. Office of Planning, Research, & Evaluation, Administration for Children & Families 370 L'Enfant Promenade, SW Washington DC 20447 USA; ltrivits@acf.hhs.gov

Tyler, Donald. DePaul University, The Village Project 2219 N. Kenmore Ave. Chicago IL 60614 USA; dtyler1@depaul.edu

U

Ullman, Sarah. University of Illinois at Chicago, Criminal Justice Department 1007 W. Harrison St. Chicago IL 60607 USA; seullman@uic.edu

Ullman, Sarah E. 2650 North Lakeview Ave., Apt. 602 Chicago IL 60614 USA; 312-996-6679 seullman@uic.edu

V

Valenti, Maria. 112 W. Maple St. Lansing MI 48906 USA; 517-367-6045 valent60@msu.edu

VanHeijningen, Lisa. PO Box 105 West Haven CT 06516 USA; 203-934-7496 vanheij@hotmail.com

Visser, Susanna. Centers for Disease Control and Prevention 1600 Clifton Rd., MS E-88 Atlanta GA 30333 USA; svisser@cdc.gov

Vossebrecher, David. Bochuner Str 16 Berlin 10555 Germany

W

Walker, Erin. University of Delaware, Department of Individual and Family Studies 112 Alison Hall West Newark DE 19716 USA; walkere@udel.edu

Wargo, Stephanie C. 259 Willis Rd. Etters PA 17319 USA; 717-506-0512 steph_wargo@yahoo.com

Watanabe, Akiko. Ochanomizu University 1-6-6, #209 Otsuka Bunkyo-ku Tokyo 112-0012 Japan; g0540335@edu.cc.ocha.ac.jp

Watanabe, Kayoko. Aichi-Shukutoku-University 9 Katahira Nagakute-cho Aichi-gun Aichi 480-1197 Japan; watako@asu.aasa.ac.jp

Watanabe, Naotaka. Keio University 2-1-1 Hiyoshi Honcho Kohoku-ku Yokohama Kanagawa 221-8523 Japan; RXH04431@nifty.ne.jp

Watt, Kelly. University of Illinois at Urbana-Champaign, 308 Psychology Building, MC-716 Champaign IL 61820 USA; kwatt@s.psych.uiuc.edu

Watts, Roderick. Georgia State University, Department of Psychology PO Box 5010 Atlanta GA 30302 USA; rjwatts@gsu.edu

Weinberg, Joanna. PCC Salud Family Health Center 5359 W. Fullerton Ave. Chicago IL 60639 USA; weinjr0@hotmail.com

Weinberg, Rick. FMHI/University of South Florida, Dean's Office 13301 Bruce B. Downs Blvd. Tampa FL 33612-3807 USA; weinberg@fmhi.usf.edu

Weinstein, Heidi. University Of Massachusetts Lowell (Student) 1 University Ave. Lowell MA 1854 USA; Heidi_Alyse82@Hotmail.com

West, Stephen G. Arizona State University, Psychology Department Tempe AZ 85287-1104 USA; 480-965-0979 sgwest@asu.edu

West-Bey, Nia. New York University 6 Washington Place, 2nd Floor New York NY 10003 USA; new215@nyu.edu

Wigger, Erin. 907 Piedmont Ave., #11 Atlanta GA 30309 USA

Wilson, Patrick. Yale University School of Medicine, Center for Interdisciplanary Research on Aids 40 Temple St., Ste 1B New Haven CT 06510 USA; patrick.wilson@yale.edu

Wituk, Scott. Wichita State University, Self-Help Network, 1845 Fairmount, Box 34 Wichita KS 67260-0034 USA; scott.wituk@wichita.edu

Wolcott, Hannah. Wichita State University, Department of Psychology, Box 34 Wichita State University Wichita KS USA; hrwolcott@wichita.edu

Wolfman, Jade. University of Maryland, Baltimore County, Psychology Department 1000 Hilltop Circle Baltimore MD 21250 USA; 917-554-6763 bivins@umbc.edu

Wolfman, Jade N. 2512 Sarrington Circle Baltimore MD 21244 USA; ja1@umbc.edu

Y

Yang, Evelyn. Community Anti-Drug Coalitions of America 625 Slaters Later, Suite 300 Alexandria VA 22314 USA; eyang@cadca.org

Yann, Le Bosse. Laval University, Faculte de l'education Quebec QC G1K 7P4 Canada; 418-656-2131 yann.lebosse@fse.ulaval.ca

Yasuda, Tomoyuki. Waseda University, Japan 2-17-3-705 Sakurashinmachi Setagaya-ku Toyko 154-0015 Japan; 81-33425-0717 tuy101@psu.edu

Younge, Sinead. Michigan State University 15A Psychology Building East Lansing MI 48824 USA; youngesi@msu.edu

Z

Zajac, Jennifer J. 2112 North View Lane Harrisburg PA 17110 USA; 717-236-8220 jjp62@pitt.edu

Zorland, Jennifer. Georgia State University, Department of Psychology PO Box 5010 Atlanta GA 30302-5010 USA; jenniferzorland@mindspring.com

An Invitation To Membership

Society for Community Research & Action

The Division of Community Psychology (27) of the American Psychological Association

The Society for Community Research and Action (SCRA), Division 27 of the American Psychological Association, is an international organization devoted to advancing theory, research, and social action. Its members are committed to promoting health and empowerment and to preventing problems in communities, groups, and individuals. Four broad principles guide SCRA:

1. Community research and action requires explicit attention to and respect for diversity among peoples and settings.
2. Human competencies and problems are best understood by viewing people within their social, cultural, economic, geographic, and historical contexts.
3. Community research and action is an active collaboration among researchers, practitioners, and community members that uses multiple methodologies.
4. Change strategies are needed at multiple levels in order to foster settings that promote competence and well being.

The SCRA serves many different disciplines that focus on community research and action. Our members have found that, regardless of the professional work they do, the knowledge and professional relationships they gain in SCRA are invaluable and invigorating. Membership provides new ideas and strategies for research and action that benefit people and improve institutions and communities.

Who Should Join

- Applied & Action Researchers
- Social and Community Activists
- Program Developers and Evaluators
- Psychologists
- Public Health Professionals
- Public Policy Makers
- Consultants
- Students from a variety of disciplines

SCRA Goals

- To promote the use of social and behavioral science to enhance the well-being of people and their communities and to prevent harmful outcomes;
- To promote theory development and research that increase our understanding of human behavior in context;
- To encourage the exchange of knowledge and skills in community research and action among those in academic and applied settings;
- To engage in action, research, and practice committed to liberating oppressed peoples and respecting of all cultures;
- To promote the development of careers in community research and action in both academic and applied settings.

Interests of SCRA Members Include

Empowerment & Community Development
Training & Competency Building
Prevention & Health Promotion
Self-Help & Mutual Support
Consultation & Evaluation
Community Mental Health
Culture, Race, & Gender
Human Diversity
Social Policy

SCRA Membership Benefits & Opportunities

- A subscription to the *American Journal of Community Psychology* (a $105 value);
- A subscription to *The Community Psychologist*, our outstanding newsletter;
- 25% Discount on books from Kluwer Academic/Plenum Publishers;
- Special subscription rates for the *Journal of Educational and Psychological Consultation*;
- Involvement in formal and informal meetings at regional and national conferences;
- Participation in Interest Groups, Task Forces, and Committees;
- The SCRA listserv for more active and continuous interaction about resources and issues in community research and action; and
- Numerous activities to support members in their work, including student mentoring initiatives and advice for new authors writing on race or culture.

Membership Application

Please provide the following information about yourself:

Name: _____

Title/Institution: _____

Mailing Address: _____

_____

_____

Day Phone: (_____) _____ - _____

Evening Phone: (_____) _____ - _____

Fax: (_____) _____ - _____

E-mail: _____

May we include your name in the SCRA Membership Directory?

❑ Yes ❑ No

Are you a member of APA?

❑ No ❑ Yes (APA Membership # _____)

If yes, please indicate your membership status:

❑ Fellow ❑ Associate ❑ Member ❑ Student Affiliate

Please indicate any interest groups (IG) or committees you would like to join:

❑ Aging
❑ Children & Youth
❑ Committee on Women
❑ Community Action IG
❑ Community Health IG
❑ Cultural & Racial Affairs Committee
❑ Disabilities IG
❑ International Community Psychology Committee
❑ Lesbian, Gay, Bisexual &Transgender Concerns IG
❑ Prevention and Promotion IG
❑ Rural IG
❑ School Intervention IG
❑ Self-Help/Mutual Support IG
❑ Social Policy Committee
❑ Stress & Coping IG
❑ Students of Color IG
❑ Undergraduate Awareness

The following three questions are optional:

What is your gender?

❑ Female ❑ Male

Your race/ethnicity? _____

How did you hear about SCRA membership?

_____

Membership dues

❑ SCRA Member ($45) ❑ Student Member ($20)

❑ International Member ($35)

❑ Payment is enclosed (please make checks payable to SCRA)

❑ Charge to credit card: ❑ Visa ❑ MasterCard

Account No.: | | | | | | | | | | | | | | | | |

Expiration Date: _____ / _____

Authorized Signature: _____

Signature of Applicant: _____

Date: _____

Please mail this form with a check for your membership dues to:

SCRA
1800 Canyon Park Circle, Bldg. 4, Suite 403
Edmond, OK 73013

About THE *Community Psychologist*...

The Community Psychologist is published four times a year to provide information to members of the Society for Community Research and Action (SCRA). A fifth "Membership Directory" issue is published approximately every three years. Opinions expressed in *The Community Psychologist* are those of the individual authors and do not necessarily reflect official positions taken by the Society. Materials that appear in *The Community Psychologist* may be reproduced for educational and training purposes. Citation of the source is appreciated.

To submit copy to THE *Community Psychologist*:

Articles, columns, features, letters to the Editor, and announcements should be submitted, if possible, as Word attachments in an e-mail message to: nadia.ward@yale.edu or joy.kaufman@yale.edu. The Editors encourage authors to include digital photos or graphics (at least 300 dpi) along with their submissions. Materials can also be submitted as a Word document on an IBM-compatible computer disk (or as hard copy) by conventional mail to Joy Kaufman and Nadia Ward, TCP Editors at The Consultation Center, Yale University School of Medicine, 389 Whitney Avenue, New Haven, CT 06511. You may reach the editors by phone at (203) 789-7645 or fax at (203) 562-6355. Next DEADLINES: Fall 2005–AUGUST 31, 2005; Winter 2006–NOVEMBER 30, 2005; Spring 2006–FEBRUARY 28, 2006; Summer 2006–MAY 31, 2006.

Subscription Information:

The Community Psychologist and the *American Journal of Community Psychology* are mailed to all SCRA members. Students and affiliates may join SCRA and receive these publications by sending $20.00 for students and $45.00 for affiliates and members to Janet Singer, 1800 Canyon Park Circle, Bldg. 4, Suite 403, Edmond, OK 73013; e-mail: scra@telepath.com. (Dues are per calendar year.) The Membership Application is on the inside back cover.

Change of Address:

Send address changes to Janet Singer, 1800 Canyon Park Circle, Bldg. 4, suite 403, Edmond, OK 73013; e-mail: scra@telepath.com. APA members should also send changes to the APA Central Office, Data Processing Manager for revision of the APA mailing lists, 750 First St., N.E., Washington, D.C. 20002-4422.

THE *Community Psychologist*

Society for Community Research and Action
THE *Community Psychologist*
1800 Canyon Park Circle, Bldg. 4, Suite 403
Edmond, OK 73013

Non-Profit
US Postage Paid
Permit 453
Oklahoma City