From the President
Brett Kloos
kloos@mailbox.sc.edu
University of South Carolina

Creating Resources and Opportunities
After concluding a very busy SCRA Executive Committee Annual Meeting in February, I came away tired (it’s a lot of work) but also enthusiastic about what SCRA members are doing. The purpose of the meeting is to review activities of the past year, coordinate initiatives, set priorities and plan a budget for the current year. We need to acknowledge the contribution to SCRA that Stephanie Reich, SCRA Secretary, made by compiling and organizing the massive amount of information about SCRA activities into our “Midwinter Meeting Briefing Book”. Thanks also to the chairs of committees, councils, interest groups and EC members for reporting this information. Copies of the Briefing Books, as well as minutes from meetings are available at http://www.scra27.org/who-we-are/leadership/scra-documents/. We should also recognize the work of our Treasurer, Jim Emshoff, and our Administrative Director, Victoria Scott, in managing the operations of our society that have grown tremendously over the past few years.

Reviewing the Briefing Book reports of 2014 accomplishments, the breadth and depth of SCRA members’ activities are truly impressive. The commitment of many members to provide resources for others interested in community research and action is inspiring. Many of these are also captured on our website. Lest you think that I am exaggerating, take an hour to look through our website and bookmark pages that you can use in your work http://www.scra27.org/. Better yet, send specific links to colleagues to help spread word of SCRA resources and member accomplishments. Of course, there is not sufficient space in this issue to cover all of our initiatives in this column. However, I want to highlight our inaugural Summer Institute on community research and action and our 15th Biennial Conference in Lowell, MA. I also want to draw your attention to opportunities to get involved in the work of the Council of Education Programs, the Community Psychology Practice Council, and the Public Policy Committee. I am proud of these resources for members and encourage you to consider these opportunities for getting involved.

Inaugural Summer Institute
SCRA will have its first coordinated training institute in two sessions on Wednesday, June 24, 2015 9am-5pm and on Sunday, June 28, 2015 from 9am-12pm in Lowell, MA. The SCRA Summer Institute will bookend the biennial conference. These sessions will be a tremendous resource for SCRA members and we expect that they will attract others who are interested in community research and action. The SCRA Professional Development Committee, with leadership from Susan Wolfe, organized the 2015 sessions. As described by the Professional Development Committee,

The purpose of the SCRA Summer Institute is to provide individuals with professional development opportunities that will supplement graduate education, provide additional training in the community psychology practice competencies, and provide other topic-specific workshops of interest to SCRA members. Courses will be relevant for faculty, graduate students, early career professionals, and later career professionals who want to learn new skills or update existing ones.

This year sessions include skill development in several areas of community psychology practice: Coalition building, policy, sociocultural competence, community leadership working with citizen groups, strategic planning and organizational development, starting a consultation practice, grant writing, building community organizations. If you have not registered already,
please check the SCRA for a link to the Summer Institute registration. Note that the Summer Institute has a separate registration from the biennial conference. **15th SCRA Biennial Conference**

We will gather in Lowell, Massachusetts, USA June 25-28 for the regular showcase of SCRA members work. The theme for this conference is “Celebrating 50 Years of Community Psychology: Bridging Past and Future.” This conference will have lively discussion and exchange of ideas. It provides a chance to meet others with similar interests and to get involved with emerging initiatives. As we look to the future of SCRA, I ask that you make a special effort to encourage colleagues, community partners, and students who are not familiar with SCRA to attend to get an introduction to community psychology.

Updates about the conference and links to registration can be found on our website: [http://www.scra27.org/event/biennial-conference/2015-biennial/](http://www.scra27.org/event/biennial-conference/2015-biennial/).

**Website Resources:**

**Documents Library**

The SCRA website now has many documents posted that are resources for our members ([http://www.scra27.org/resources/document-library/](http://www.scra27.org/resources/document-library/)). For example, members can now access issues of The Community Psychologist going back to 1975. Many thanks to Sylvie Taylor for making electronic versions of past issues available. Past biennial conference programs are also available on the documents library page as is variety of reports about SCRA functions and resources for promoting the field.

**Council of Education Programs**


As described on the website, the mission of the Council of Education Programs is to support and advocate excellence and visibility in education in community research and action. This includes facilitating communication between education programs, creating resources to promote education in community psychology, and maintaining a resource exchange on the website. The
attention to the **SCRA Community Mini-Grants** offered by the Practice Council. As described on the website,

*The purpose of this program is to support and help catalyze small scale, time-sensitive community interventions, whether action or research-based, which are consistent with the SCRA vision, mission, principles and goals.*

In 2014, the Practice Council was able to make 15 grants to SCRA members and their community partners. The SCRA website provides information for applicants and for people interested in reviewing grants: [http://www.scra27.org/what-we-do/practice/community-mini-grants/](http://www.scra27.org/what-we-do/practice/community-mini-grants/). The Connect to a Practitioner Guide is a new resource created as a collaboration between the Practice Council and the CEP. The Guide provides contact information and a description of expertise and skills that can be used for linking to persons with similar interests, for consultation, and to supplement training: [http://www.scra27.org/what-we-do/practice/connect-practitioner/](http://www.scra27.org/what-we-do/practice/connect-practitioner/).

**Public Policy Committee**

The mission of the public policy committee includes encouraging  
... two-way communication between community psychologists and policy makers; to collaborative relations with other groups to work on policy activities; ... to create opportunities for training; and to encourage academicians and others who lack policy experiences to familiarize themselves with the policy process through both traditional (classroom, conferences) and field-based (internship/externship) training experiences. [http://www.scra27.org/what-we-do/policy/](http://www.scra27.org/what-we-do/policy/)

The Public Policy Committee has monthly conference calls and several working groups that are focused on developing policy statements and working to advocate for policy change on issues related to the work of members. Recent areas of work have focused on prevention, children and adolescents, health, employment, housing, substance abuse, and mutual help. Several resources provide particular opportunities for people new to policy and advocacy. As described on the website, **Public Policy Small Grants** provide initial funding and encouragement to generate new policy initiatives. The website has guidelines for applications and reports from past projects [http://www.scra27.org/what-we-do/policy/policy-small-grant-program/](http://www.scra27.org/what-we-do/policy/policy-small-grant-program/). The Policy Committee has developed a practicum opportunity to engage students in policy and/or advocacy-related activities that are of interest to the student. Supervision is provided by the Policy Committee Chair(s) and some students have received course credit from their respective institutions. Melissa Strompolis is the current chair of the committee and worked with two students this past year. The Committee also has resources on its blog, links to training resources, policy statements and profiles of members on the website (e.g., [http://www.scra27.org/what-we-do/policy/additional-resources/](http://www.scra27.org/what-we-do/policy/additional-resources/)).
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Judy Lovett, UCD Geary Institute

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: Andrew Hostetler, andrew_hostetler@uml.edu

CHILDREN, YOUTH & FAMILIES
The Children, Youth & Families 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.

COMMUNITY ACTION
The Community Action Interest Group explores the roles and contributions of people working in applied community psychology settings.
Chair: Bradley Olson, bradley.olson@nln.edu

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: Venenca M. Baté-Ambrus, crisio1ay@hotmail.com
Darcy Freedman, daf96@case.edu
David Lounsbury, david.lounsbury@einstein.yu.edu

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.
Co-chairs: Open

EARLY CAREER
The ECIG focuses on developing and enhancing the skills of early career community psychologists (less than seven years of experience post terminal degree) by creating opportunities for mentorship, networking, and leadership within the SCRA organization.
Co-Chairs: Michele Schlehofer, mmschlehofer@salisbury.edu
Ashlee Lien, llien@salisbury.edu

ENVIRONMENT & JUSTICE
The Environment & Justice Interest Group is focused on research and action related to global climate change and environmental degradation. With a focus on environmental justice, particularly how environmental change affects and often perpetuates social inequality, this group explores the role community psychology can and should play in understanding these urgent changes to our ecology.
Co-Chairs: Laura Rett Corlew, lcorlew.uh@gmail.com
Allison Eady, allison_eady@gmail.com

INDIGENOUS
The Indigenous Interest Group is hosted by the Australian, New Zealand and Pacific branch of the Society for Community Research and Action. The aims of this group are interrelated. Firstly, it wants to support SCRA members who are conducting indigenous research by providing a forum for the exchange of ideas, literature and experience. This will assist the Group’s more specific focus which is to utilize our combined resources

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: Richard Jenkins, jenkinsr@mail.nih.gov
Maria Valente, valent60@msu.edu

NEW GRADUATE PROGRAMS
The mission of New Graduate Programs Group is to support and strengthen new graduate education programs of the SCRA nationally and internationally.
Co-Chairs: Tiffany R. Jimenez, tiffany.jimenez@nl.edu

ORGANIZATION STUDIES
The Organization Studies Interest Group is a community of scholars who are interested in community psychology themes (e.g., empowerment, ecological analysis, prevention, sense of community) in organizational contexts, and in importing organization studies concepts, methods, models, and theories into community psychology.
Co-Chairs: Kimberly Bess, kimberly.bess@vanderbilt.edu
Neil Boyd, neil.boyd@bucknell.edu

PREVENTION & PROMOTION
The Prevention & 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.
Co-chairs: Annie Flynn, aflyn11@depaul.edu
Toshi Saso, tsasoac1@gmail.com

RURAL
The Rural Interest Group is dedicated to highlighting issues of the rural environment that are important in psychological research, service, and teaching.
Co-Chairs: Susana Helm, helm@dep.hawaii.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: Melissa Maras, marasm@missouri.edu
Jon W. Spllett, spllett@mailbox.sc.edu

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: Greg Townley, gtownley@pdx.edu

*Last updated 02/15/15

THE SOCIETY FOR COMMUNITY RESEARCH & ACTION

SPRING 2015 The Community Psychologist

4
Dr. George William Fairweather - 2/1/1921 to 1/24/2015

Dr. George W. (Bill) Fairweather’s 1963 book, Community Life for the Mentally Ill, based on Fairweather’s research at the Veteran’s Hospital in Palo Alto, was a milestone in the treatment of mental illness in this country. And the “Fairweather Lodge,” an innovative social experiment which fostered more participatory roles in society for ex-psychiatric patients than had previously been thought possible, remains, more than fifty years later, one of the few modalities of community mental health treatment based on rigorous, scientific research.

In addition to the experiment’s direct success in providing value to its subjects, Fairweather’s research and Community Life for the Mentally Ill, gave birth to the “patients’ rights,” movement in psychiatry, and the idea of persons with mental illness participating in major decisions related to their treatment. Fairweather was decades ahead of his time in insisting that ex-psychiatric patients be allowed to direct their own treatment in settings created to maximize their success. Fairweather was also one of the fathers of the “strength-based” approach to mental illness – a belief that a patient’s strengths were at least as important as the patient’s illness. One example was Fairweather’s insistence that ex-patients hold paid jobs in the community.

Fairweather began his research amongst great skepticism that a “society” of ex-psychiatric patients, for ex-psychiatric patients, and governed by ex-psychiatric patients, with mental health professionals serving merely as “advisors,” was remotely possible. Fairweather stunned the mental health profession by using terms like, “full citizenship,” “meaningful roles in society,” and “equal social status” to describe the desired outcomes of his experiment.

Under a grant from the National Institute of Mental Health (NIMH), Fairweather set out to promote the Lodge Model nationally, in what became known as “The Dissemination Project.” In this pre-internet era, Fairweather and his project team toured the country sharing data showing the power of participant groups to govern themselves. His experimental research on the effects of different dissemination strategies on adoption and implementation remains an exemplar of dissemination/implementation research. Today, over one hundred such lodges are represented by The Coalition for Community Living, a non-profit association of Lodges.

Fairweather went on to create the Ecological-Community Psychology Program at Michigan State University, the first of its kind nationally. In this capacity, he trained his students in the Experimental Social Innovation model, after authoring a book with the same name. A champion of the use of social science methods to solve human problems, he required his dissertation students to use experimental methods to evaluate social innovations. His legacy is seen in the sustained Lodge movement, as well as in the many students who have graduated from the Michigan State University Ecological-Community Psychology program. His rigor as a scientist, his strong humanitarianism, and his extraordinary gift for innovation, made Fairweather a giant in his field.

Dr. Edward Zolik

Ed Zolik passed away on January 29 at his home in Florida at the age of 90. Ed was a 1955 graduate from Catholic University, and he served in the Department of Psychology from 1963 until his retirement in 1988. A picture of him and his wife is next to this column.

I will miss Ed, as he was a close friend of mine, and it was his vision of community psychology that initially attracted me to join the DePaul University faculty in 1975. At that time, Ed was the Chairperson of the Psychology Department, and he believed that community psychology had much to offer in developing collaborative partnerships with community groups in solving many of the problems that faced our society. Ed was a founding member of the field of Community Psychology, when he became the Chairperson of the Psychology Department at DePaul University in the mid-1960s, transforming an evening master’s program into a several psychology doctoral programs. When he was being originally recruited to join DePaul University, he made it clear to the President that he would only agree to accept the job offer if there was an agreement to begin a doctoral program, and the President agreed to this request. Prior to this, DePaul only had undergraduate and master’s programs.

Over the years, I marveled at how Ed was able to so successfully create new settings, as when he helped secure funds to begin a community mental health center or when he began the series of informal community psychology discussion meetings at the Midwestern Psychological Association in 1976, that have continued for that past 4 decades.

Ed mentored many DePaul graduate students, and he always had time to provide stories about the early years of our Division, his community post-doctoral training at Harvard, and his many adventures doing epidemiology and community-based research. I worked with Ed on a number of studies in the late 1970s, including ones involving dog litter, and Ed was always willing and eager to get involved in the most unorthodox types of community research.

Unassuming and kind, Ed was an active researcher, mentor, and friend, and our field has prospered in so many ways by his presence.

Sincerely,
Lenny Jason
A Call to Action: Remembering Alex Ojeda through his Work and Reflections

Written by Alexander P. Ojeda and Nyssa L. Snow-Hill, (nsnow@email.sc.edu), University of South Carolina

By the age of 27, Alex Ojeda had already begun making an impact on the field of community psychology. Alex was a Society for Community Research and Action (SCRA) student representative for the Southeastern region and had formed many contacts with other students, practitioners, and researchers through his participation in SCRA, The Society for the Psychological Study of Social Issues (SPSSI), and Southeast Ecological-Community Psychology (SE ECO) conferences and community psychology sessions at American Psychological Association (APA). In line with his drive to be involved with the political realm of APA, Alex planned to run for SCRA national student representative. Combining his training at Cal State San Bernardino and at the University of South Carolina with his life experience, Alex was enthusiastic about the promise of community psychology, particularly empowerment, to help address social inequity and social exclusion for people who are too often marginalized in our communities. He was also passionate in constructive criticism about where we fall short as a field and how we can improve and was very sensitive to how power differentials and intersectionality influence the work done in this field. We all remember Alex referencing his experiences working on a Photovoice project with LGBT youth in California, his advocacy of open-source projects to promote inclusion and equality (especially this TED talk he showed our lab about food planters in apartments [http://www.ted.com/talks/britt_riley_a_garden_in_my_apartment?language=en #t-49134]), and his incorporation of empowerment ideals into his clinical work.

Alex passed away unexpectedly in October, 2014, coincidentally following a successful Southeast ECO conference weekend he was very involved in planning and organizing. In memory of Alex, the following discussion is a combination of Alex’s own thoughts and statements to call the fields of clinical and community psychology to action in order to continue addressing social inequity and exclusion.

Alex’s primary research interests included empowerment and community-based participatory research (CBPR). Alex defined CBPR as a collaborative research approach that aims to incorporate and develop equal partnerships with members of a community in the research process and recognize the unique strengths they bring. More importantly, CBPR aims to combine knowledge and action to create local change with disempowered communities (Andrews et al., 2012; Minkler & Wallerstein, 2008). That said, guided by these assumptions, CBPR aims to: (1) develop genuine partnerships that will lead to joint learning with the community; (2) community projects that include capacity building along with the research efforts; (3) collect information that is beneficial to all that are involved; and (4) includes long-term commitment to reduce inequalities (Israel et al., 2003).

Alex believed that CBPR should not simply be considered as a research method, but as an “orientation to research that emphasizes relationships and collective transformation.” In addition, he emphasized that CBPR should also not just be “a community outreach tactic, but a systematic effort to produce competent research.”

Researchers that practice CBPR have long believed CBPR to be empowering and an appropriate research style to address communities at-risk of health disparities (Wilson et al., 2007)... However, advocates of CBPR continue to face an uphill battle to produce enough CBPR to compete with traditional research and academic demands, [which is] impacting and preventing CBPR researchers from possibly creating real social transformation in communities.

He often discussed the need to “systematically analyze the process and outcome of empowerment” in communities where CBPR has been used. Since empowerment was another tenet of Alex’s research, he wondered that “if the goal is to produce sound research and empowered change, how can we create settings that motivate change?” Alex defined empowerment as Gaining mastery over issues of concern (Rappaport, 1987)... It integrates beliefs of control, competence, and understanding of sociopolitical environment that impact emotional, cognitive, and behavioral aspects of individuals (Zimmerman, 1990, 1995; Speer, 2000)...[It] refers to how individuals think about themselves...their environment...[and] to individual actions that influence outcomes (Zimmerman & Rappaport, 1988).

As a rite of passage in the clinical-community psychology program at the University of South Carolina, many classes include posting responses online to assigned readings. Alex always gave 100% effort when writing his posts, something that we are very grateful for now. The following is a call to action that Alex wrote in one of these posts. It is important to note that the following excerpt comes from Alex after having been inspired by reading Rappaport (1981).

As I read this article, I was reminded how much my own thoughts echo the words of Rappaport’s. That said, over the last month, I have made...
similar points in classes arguing the need for similar actions and urgency. I will outline three of these points here. I believe will move us in that direction Rappaport speaks of and conclude with my thoughts of empowerment. I have repeatedly brought up in class and discussed the value and need for participatory methodologies (e.g., CBPR & PAR). I believe these methods meet some of the goals outlined by Rappaport, and more. In particular, I believe participatory methodologies force us to be more dialectic and challenge us to be more balanced and diverse in our solutions. Although these forms of research are more time consuming and difficult, I believe they potentially lead to greater results. I state greater results, not just as better health scores, but solutions towards fixing the image of psychology (relationship), citizen engagement (community buy in), sustainability (community ownership), culturally sensitive interventions (uniquely developed with the community), and so on. From personal experience, these methods make us and put us in uncomfortable situations. Yet, they lead us to places we could of never imagined using one-sided approaches. They move us towards the direction of empowerment.

Secondly, I have talked about psychologists needing to be engaged and strategic about making change within psychology. I believe the goals to empower individuals in the community also applies to us as researchers. We must be aware, knowledgeable, and engaged of how psychology is shaped and who has the power. Recently, I have had conversations with others about my goals to be a strong researcher; but also strategically engaged in APA to make change and challenge those in power (to be more aware of diverse solutions). For example, I am fully aware that APA is dominated by clinical psychology. I could have easily applied only to community psychology PhD programs considering my interests and not have enrolled in a clinical-community psychology program. However, for my goals to contribute to the field of psychology, I see value in both perspectives, but strategically, I see the potential benefit of also being labeled a clinical psychologist if I ever decide to run for APA “political” positions.

Third, I have talked often about the role technology will play in the future of psychology. I believe many of the ideas put forth by Rappaport can potentially be maintained and solved by technology. For example, the internet has made sharing information vastly easier. This alone has made it easier for consumers and researchers to access information and to be more engaged. However, it is not fully there yet, as many barriers (e.g., cost of journals) to fully accessing information still exist. Yet, work being done in other sectors have already begun to challenge the status quo, by developing participatory (like discussed above) information platforms that may potentially overcome these barriers. Furthermore, we may use technology (e.g., phone apps) to receive better feedback from participants that may lead to better, more balanced interventions.

Empowerment is a fascinating topic that should be of interest to everyone. The process of empowerment benefits others, as well as us. I think we all should embrace it and develop our own paths to Rappaport’s goals. I know participatory methodologies are definitely not for everyone. Likewise, the strategic political route through APA to develop checks and balances is not everyone’s career goals. The important point here is we should all find our own ways, as there is not just one solution.

In early February 2015, Anne Brodksy and Fabricio Balacazar gave talks about collaborative approaches, empowerment, and resilience at the University of South Carolina. Students and faculty in our program could not help but think about the conversations Alex would have had and his excitement at engaging these scholars in shaping and changing his ideas. We share Alex’s words as a call to action that we are sure that he would have made and encourage others to find their own ways to respond.

References


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**Update from the Executive Committee**

**Improving SCRA Election Processes**

Update from the Executive Committee Improving SCRA Election Processes

Each spring we hold an election for new officers to the SCRA Executive Committee (EC) and for a National Student Representative. This year we are voting for a President-Elect, Treasurer, and Member-at-Large. It is explicit in our by-laws that all current members of SCRA can vote for these candidates. SCRA student members make an additional selection of a National Student Representative each year.

In the past couple of years, a few issues have arisen during elections that have been the focus of recent EC discussion. These concerns include potential problems arising from the transition to email ballots, questions about distribution of ballots, and considering the process for disseminating results. To help inform these discussions, many persons were involved in gathering information and improving our process. I would like to thank members of the Practice Council for raising awareness of concerns, potential issues, and potential solutions.

Several EC members worked to improve the process, including Olya Glantsman as Practice Council Representative to the EC, SCRA Secretary Stephanie Reich, Members-at-Large for Membership Nellie Tran and Anne Brodksy, National Student Representative Chuck Seepers and Meagan Sweeney, and representatives from AMC Source, our management company that maintains membership lists. Below I review the issues and explain the new processes in place.

**Awareness of Ballot Distribution**

APA manages the ballot distribution process for its divisions. The past year APA transitioned to electronic voting and no longer distributes paper ballots. There may have been issues with people recognizing an email message as a ballot or some ballots being put into spam folders.

Here is what SCRA and APA will do to raise awareness of electronic ballot distribution:

- SCRA will send several emails notifying members of the upcoming election including:
  - Specifying the from/sender, subject line, and estimated delivery date
  - Information on how to add the sender to the contact list (avoid spam/junk folder)
  - How to check junk folder for a missing ballot link
  - Information on how to request a ballot
- Send SCRA members an email voting reminder – Did you vote?
  - Email will serve as reminder that ballots have been sent (from/ subject) and how to request a ballot if not received.
- Post to website information about the election.
  - Website and Social Media Committee will make banner headers/home page notification about elections on scra27.org

  1. AMC Source will notify the Website and Social Media Committee Chair and AD that elections are upcoming, window of elections, how to request a ballot, what to look for in the email ballot, etc.

- At time of membership renewal, SCRA will remind members of the need to keep contact information current in order to receive ballots (including their APA membership status)
- APA tries to make as email friendly to limit “junk mail” auto-placement.
  - AMC Source will verify that efforts are made to reduce email re-routing.
- APA will notify AMC Source when ballot are to be sent, the subject line and from field (procedures are being finalized with APA to ensure lack of gaps). This information will be used for the emails and website

Ensure That Each Eligible Voter Gets a Ballot

This issue is complicated by APA and SCRA keeping separate membership lists. Two lists are necessary because not all SCRA members are also APA members. All SCRA members vote for SCRA officers with the exception of APA Council Representative, which can only be voted on by SCRA members who are also APA members. *If SCRA members have not denoted on their APA membership that they are a SCRA member, they will not receive a SCRA ballot automatically from APA.* SCRA has the most up-to-date list of SCRA members, so this list should be the definitive one for SCRA elections. This past year we discovered some EC members and other SCRA members did not receive ballots although their memberships were current.

Here is what SCRA and APA are doing to resolve this as a potential issue:

- APA will provide SCRA with a list of all APA members that specify they are SCRA members. SCRA will then supplement this list with all SCRA members not already listed.
• When APA sends out upcoming election notifications, they will give the list of successful emails to SCRA as well as the list slated for paper ballots.
• SCRA will send regular updates to APA about SCRA members that specify APA membership. These were sent at the beginning of this past year. APA will continually update their records.

**Student Election Ballots**

The SCRA student elections are not run by APA but have been coordinated by the National Student Representatives (NSR). With only a two-year term, there is frequent turnover in NSR and different election processes have been used over the years. This past year, there were some student ballots sent inadvertently to former students. At least one previous election relied on using the SCRA Student Listserv which does not include all student members. While making good faith efforts to coordinate voting, the infrastructure used for past elections left room for possible multiple voting or other technical problems (e.g., an individual’s survey monkey account).

Here is what SCRA is doing:

• The SCRA Administrative Director will work with the National Student Representatives to manage the election. This will help to provide continuity in process over the years.
• SCRA Membership lists will be used to send email to student members rather than relying on the SCRA Student Listserv.
• The ballot will ask students to affirm that they are currently students enrolled in a masters or doctoral program.
• The SCRA Administrative Director will run the election with the SCRA Survey Monkey account using unique links that are sent via personal email to each student member for her/his voting. This method worked well with the November 2014 by-law vote.

**Dissemination of Election Results**

In the past, the SCRA Past-President has notified members of election results via an email to the listserv announcing the winners of each election. While reviewing election procedures, members have asked that a tally sheet of results for each election be released. Apparently the APA office that runs elections for divisions will release results to any APA member that requests them through the APA Election Officer. The current officer is Garnett Coad who can be contacted at (202) 336-6087 or gcoad@apa.org. However, other members have raised concerns about SCRA distributing the tally sheets that could have unintended consequences in embarrassing candidates, affecting relationships and sense of community between SCRA members, or making it harder to recruit potential nominees.

**Here is what SCRA is doing:**

After considerable discussion and weighing of options, the SCRA EC has decided to continue to distribute on the listserv only the names of the winners and add announcements of winners on our website and social media. The EC wanted to avoid any action by SCRA which might embarrass candidates who were willing to volunteer to serve SCRA, might discourage potential candidates from running, or might discourage their future involvement in SCRA. However, as noted above, full election results are available to members through the APA Election Office. All nominees are notified that election results are available to members before they agree to run. In the interest of transparency, information about how to contact the APA Office of Elections is included in this statement. The information will also be available from the SCRA Administrative Director for non-APA members. However, the EC asks that SCRA groups refrain from sending an official communication from the group that distributes the tally sheets.

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**Special Features**

**Community Psychology as a Value-Added Proposition for Students**

*Written by Maurice J. Elias (RutgersMJE@AOL.COM), Aishah Manuel (aishah.manuel@rutgers.edu), Marguerite Summer (marguerite.summer@rutgers.edu), and Daniel Basch (daniel.basch@rutgers.edu) Graduate School of Applied and Professional Psychology, Rutgers University*

Community psychology students often end up in job titles that say something other than, “community psychologist.” In a chapter in the forthcoming handbook, *Community Psychology: Foundations of Practice*, Elias, Neigher and Johnson-Hakim (in press) put forward an advance on the crucial concept of a Value Proposition for Community Psychology advanced by Bill Neigher and Al Ratcliffe (2010) on behalf of the Practice Council. That advance is the Value-Added Proposition. This version of the Value Proposition articulates how a community psychology perspective and skill set creates added value to other fields and positions within those fields.

In the Community Psychology course at the Graduate School of Applied and Professional Psychology at Rutgers, students in the Clinical and School PsyD programs are introduced at the outset to Value Propositions tailored to their respective fields (enclosed below). They are then asked to proceed through the course with a mindset of seeing how the concepts, methods, values, and approaches of CP can create value-added in their future roles as clinical or school psychologists. At the end of the semester, students were asked to write their own value-added propositions, i.e., how did they believe that Community Psychology would lead them to be
2015 SCRA Candidates for Executive Committee Offices

Vincent T Francisco
University of North Carolina at Greensboro
President-Elect

I became a member of SCRA in 1991, when I attended my first Biennial conference at ASU. Since then, SCRA experienced significant changes to become a strong voice for Community Psychology. These changes are both the strength of SCRA, and its future. As someone who has a foot planted firmly in both academia and practice, I have been part of several key initiatives: as a co-inventor of the Community Tool Box, as founding editor of the Global Journal of Community Psychology Practice (which is now rivaling any journal in our field), and as a part of the Community Action Research Centers. Each was a step toward one of the most important developments in SCRA — the Community Practice Council. I am an academic partner to that effort right from the beginning.

As President, I will focus on more innovation and attention to our core values of action and research. I will continue to build an SCRA with strong academic and practice foci, and build our links internationally. The focus on research to practice, and practice to research, is one that will ensure our future. My intention is to continue to ensure a context for success in this effort. SCRA is operating in a new context. We are making a difference in many related fields, including public health and evaluation. By building our core, collaborating with natural partners, we will not only increase our visibility, but also create opportunities for the next generation of community psychology practitioners and researchers.

Susan Dvorak McMahon
DePaul University
President-Elect

I am honored to be nominated to serve as SCRA President. SCRA is my professional home, and I am passionate about the mission, values, education, and practice in our field. We have made tremendous progress over the past decade, and I hope to build upon the efforts that so many have put forth. In terms of leadership experience, I have served in several roles within SCRA, as well as my home institution, DePaul University. In SCRA, I served on the Council of Education Programs for 4 years and was honored to lead change initiatives as Chairperson. I also served as Regional Midwest Coordinator for 3 years, and then as the national Regional Network Coordinator for 3 years, strengthening regional leadership and international representation. At DePaul, I am serving as Psychology Department Chairperson (4th year), and I led our doctoral program in community psychology for 6 years and our University’s IRB for 6 years. As a leader, I am invested in facilitating positive change based upon the input from our diverse membership. I would like to continue to foster the following: 1) enhancing our visibility and growth as a field, through strategic investment, technology, and dissemination; 2) supporting our Education and Practice Councils, Public Policy Committee, Interest Groups, and publications; and 3) improving our linkages and networks with people and organizations with similar goals both domestically and internationally. We are making a difference, and we can enhance our impact with shared vision, sustained efforts, collaborative partnerships, thoughtful action, and widespread dissemination.

Jim Emshoff
EMSTAR Research
Treasurer

I have agreed to run for a second term as Treasurer. My experience as Treasurer these past three years have impressed upon me the complexity of our finances and the importance of having continuity in the handling of these matters. During the past three years, we have made some substantial improvements to our financial processes and the handling of our assets. These include:

- Locating and securing the services of an investment advisory company. HighTower now actively manage our assets of over $1 million in a manner consistent with our financial goals and for a fee that is 50% of their usual rate
- Moving all of our investments into those that are considered socially responsible, as prioritized by the members of SCRA
- Upgrading our accounting software and practices
- Development of a spending policy that balances the need to preserve the principle of our assets and the need to use these assets to promote the vision and mission of SCRA
- Creation of budget reports and narratives published in the TCP that insure the transparency of our finances for membership
- Development of a travel expense policy
- Development of forms for expense reimbursement and grant payments
- Refining policies regarding our Investment and Finance Committees and recruiting individuals to serve on these committees

As a result, I feel that our finances are in excellent condition and our processes for handling financial transactions have never been sounder. I hope to build upon these experiences and look for additional opportunities to strengthen our financial matters. It would be an honor to continue in this capacity.
2015 SCRA Candidates for Executive Committee Offices

Luciano Berardi
DePaul University
Member At Large

I am honored to be nominated for Member At Large of the Society for Community Research and Action. I became a SCRA member in 2005 and since then I’ve been involved in a number of roles and initiatives at the society. My affinity for SCRA values, as well as my gratitude for the society’s support and learning experiences while a graduate student, has led me to serve as the Midwest Regional Coordinator since 2012. Today I serve as an affiliate faculty member in DePaul’s Community Psychology Ph.D. program. I am strongly committed to training undergraduate and graduate students from underrepresented backgrounds in higher education and to promoting their development as outstanding researchers. Today, I oversee the McNair Scholars and Center for Access and Attainment Research Lab programs at DePaul University. As part of my work, I had developed new international initiatives, such as the international Summer Research and Service Experience program, incorporating research and action to prevent discriminatory behaviors around the world. I am also a member of the SCRA International Committee; based on the abundance of opportunity for partnering on projects around the world, I believe that it is an exciting time for SCRA and its members. If elected, I am eager to create professional development and networking programming for the APA conference for graduate student and early-career practitioners/faculty on the development of international projects on community issues. My hope is to contribute to training a future generation of transnational community psychologists. With that goal in mind, I will work to strengthen members’ global endeavors and to identify potential initiatives that will help SCRA to develop partnerships around the world to foster international dialogue, exchange and collaboration. I am also strongly committed to diversity and plan to identify and support regional and national initiatives aimed to encourage students from underrepresented backgrounds to participate in the society’s events. I am also planning to build on SCRA strengths by fostering new regional activities, because I believe it is important to provide opportunities for undergraduate students to learn about SCRA and allow members to meet and share their experiences.

Chiara Sabina
Penn State Harrisburg
Member at Large

As a proponent of our values, an active scholar and teacher, and energetic contributor to SCRA, I would appreciate the opportunity to serve my academic home. I have been active in SCRA for over a decade and have served as a Northeast Regional Coordinator (2006-2009) and Member at Large for Early Careers (2010-2013). In addition, I was a founding member of the Early Career Interest Group. The knowledge and skills I have gained, along with my enthusiasm and commitment to SCRA, will allow me to succeed in the position.

I am an associate professor at Penn State Harrisburg and coordinate the master’s program Community Psychology and Social Change. I became a member of SCRA in 2001 as a graduate student and the division has been instrumental in shaping my scholarly thinking and aspirations. As a Northeast Regional Coordinator, along with the other coordinators, I planned the SCRA program at the annual Eastern Psychological Associations meetings. This allowed for community-oriented students, researchers and practitioners to highlight their work at a regional conference. As the Member at Large for Early Careers, I worked to advance the needs of early career community psychologists, was responsible for membership duties, coordinated awards for the division, and contributed to the Executive Committee. While in office, I worked to start the Mentoring Conversation Series focused on early career issues, officially began the Early Career Interest Group, worked with others to restructure the fee schedule for membership, tracked non-renewing members, and coordinated the Membership Committee. My time on the Executive Committee was challenging, but rewarding and fulfilling.

I would like to again serve as Member at Large. The current position would entail coordinating the SCRA program at APA as well as serving on the Executive Committee. In this role, I would work to increase the focus on community psychology during the APA conventions. Our past year programs have been successful and include addresses from our award recipients, symposia, collaborative sessions, posters, an Executive Board meeting, and a social gathering. I will not only support the work of my predecessors in the role, but look for ways in which we can expand our program. For example, we can partner with other like-minded divisions, have programming around special topics, and build mentoring opportunities at APA. APA could also serve as an opportunity to educate members of other divisions and students about the focus and mission of SCRA. I am enthusiastic about my work for our division and look forward to making future contributions to SCRA.
different practitioners than they otherwise might have been. Of course, this is a work in progress, but it is a useful activity to include in Community Psychology courses, including those in other fields such as health and public policy (Elias et al., in press). Below are samples of students’ responses to how Community Psychology provides value-added to their future roles as school and clinical psychologists.

This is important because, as Snowden (1987) noted almost 3 decades ago, and is equally true today, the field finds itself at the mercy of centripetal forces that draw our students outward and into the disciplinary contexts of their particular workplaces and professional titles. So community-clinical and school psychologists are as likely to be active in Divisions 12 or 53 or 16 as they are in Division 27. Likewise, community psychology students that find themselves involved with education, health, policy, or program evaluations may well find themselves at least as engaged in the professional worlds of those fields as with community psychology.

One way to keep the connection is to make it clear, both to our students and to their employers, that it is in fact the community psychology connection that gives these students added value over those who might be trained “only” as clinical, school, health, etc. psychologists. The idea of a value-added proposition also allows student to create and put forward their unique combination of community psychology values, perspectives, and competencies, without making the impossible claim to embody them all.

The Value-Added perspective also recognizes that our audience is not the “choir,” but rather potential consumers or purchasers of our services who may know little or nothing about community psychology as a field. So it’s up to our students to be able to articulate what it means to be a community psychologist, how that influences the way in which we go about our profession, the tools and concepts we use, and the values that drive our work. In so doing, our students can differentiate themselves from seemingly similar competitors by speaking directly to the point expressed by Jim Kelly (1979) when he identified our field with the song lyric, “T’aint what we do, it’s the way we do it.” It is the combination of our values and our competencies that make us distinctive and allows community psychologists to keep connected to a common core no matter where they are or what jobs they have.

Helping Students Identify their Value-Added Proposition

At the start of my graduate community psychology class, taken by School and Clinical Psy.D. students at the Graduate School of Applied and Professional Psychology at Rutgers, I assigned students to read their respect Value Propositions, below. At the end of the semester, I asked them to create their own Value-Added propositions, i.e., to modify the generic statement and create their own statement about how what they learned about community psychology will give them added value as school or clinical psychologists. The responses of one School Psy.D. student, one Clinical Psy.D. student, and one student weighing his role in both programs are included below.

References


How Does Community Psychology Add Distinctive Value for Me as a School Psychologist?
Written by Aishah Manuel

As a School Psychologist, adding the perspective and skills of community psychology will better help me serve the communities I work in and/or are part of by enhancing my ability to initiate and evaluate preventive and strength-promoting interventions, with a special emphasis on helping youth identify academic and professional goals. It is important to build and maintain relationships with key stakeholders and carry out consultation from an ecological, developmental, and systems perspective—considering how these transsectoral influences impact school engagement and performance. I will place further emphasis on bringing greater coherence to schools’ efforts to promote social-emotional and character development and academic improvement in students. Essentially, focus should be on creating school environments in which students feel a sense of belongingness as well as a belief that someone truly cares about who they are, not just what they learn. A community psychology perspective also contributes to my having a realistic understanding of what is required to create school infrastructures and professional development needed for sustainable change. The collaborative approach of community psychology will help me, as a practitioner, to become an adaptive, values-based professional who thrives on working well with others in teams and task forces. By modeling and teaching cultural competence and other key relationship skills to teachers, students, parents, and other constituencies, I may indirectly change the racial disparities in school outcomes (i.e. discipline and achievement gaps).

As a member of the school system, I, in my role as a school psychologist, should blend skill sets with those of other professions in the organization, and
work collaboratively toward systems and community improvement.

**How Does Community Psychology Add Distinctive Value for Me as a Clinical Psychologist?**

*Written by Marguerite Summer*

Caring about individual clients cannot be complete without also caring about the ways that they are affected by social justice concerns, inclusiveness, and issues of diversity. I have realized that it is not an either/or (individual vs. systemic perspective), but that seeing the whole person means seeing both at the same time.

I value the idea of building on individual, organizational, and community strengths as a stance for approaching client problems. It can become too common, I think, especially when psychologists have been working for a long time, to become “jaded” and see all that is “wrong” with the client, rather than what strengths or resources he or she has access to that can serve as a jumping off point for positive, lasting change.

I feel strongly personally identified with the emphasis on assessment and asking a lot of questions and getting to know the community before problem solving or making recommendations and assuming no two communities/consultation situations (that may “appear” alike) are the same. This approach requires constant awareness to monitor ourselves, not make assumptions about new or longtime clients, and to be deliberate about spending time to understand the person’s experience and contributing factors before making interpretations.

Other elements that community psychology has added to my Value Proposition include:

- Demonstrating and teaching collaboration, cultural awareness, sensitivity and leadership to clients
- Building and maintaining a collaborative working relationship

with clients (individual, group, families, or organizations), with a little room for rupture and repair!

- Communicating effectively in both technical and lay language, the latter in particular to help clients to understand interventions and feel included and not alienated by psychological jargon.

Finally, it is important as a clinical psychologist to evaluate, analyze, and interpret data from the programs/services in which we work, and contribute to organizational decision-making in order to make our own clinics/graduate schools better places for staff, students, and clients. So often the students or staff leave this sort of engagement and advocacy to “the management” and are not involved in active quality improvement of the places where we do our learning and clinical work.

**How Does Community Psychology Add Distinctive Value for Me as a School/Clinical Psychologist?**

*Written by Daniel Basch*

Although I am in the school program, my passion right now is in the clinical work I do at the Rutgers Psychological Clinic and my second practicum at the Rutgers Counseling Center. It has been in these locations where I have actively thought about the principles we have learned in class, and how they apply to the individual counseling sessions I have with my clients. A confession: I started the year completely and wholly into the techniques of Cognitive Behavioral Therapy. I believed that if could teach patients a few different ways to think differently, their lives would fall into order and things would continue smoothly from then on out. I think this type of thinking resembles first order change, a topic we have continuously come back to in community psychology class this semester. It is the idea that the individual is the problem, and if we fix the individual then we fix the problem. As I learned in class (and also experientially as most of my patients weren’t getting better), this is a particularly naive way of viewing a problem. We need to consider the ecological levels that make up and influence a person’s life; we need to think about 2nd order change. What I took from class is that second order change is about working with a larger system, allowing us to look more broadly in scope rather than at the individual level.

If this is so, though, there appears to be a problem with clinical psychology. If the system is the problem, how is working individually expected to produce meaningful change? At this point, I don’t think I have formulated a complete answer to this question. I imagine it must be very hard to change a system when you’re working with individuals. However, one thing community psychology has given me in relation to my work in clinical psychology is understanding. I feel I can better relate and sympathize with my clients’ experiences. I am teaching myself to see their problems in light of larger systematic problems, which has helped me feel closer to them. It has also helped me abandon my original dogmatic stance as CBT as the answer to patient problems. I have found that now I spend a lot more time listening to my patients describe their relationships with friends, partners, family, or otherwise, and try to understand the functioning of how these small systems operate. I have talked about my own feelings and relationship with the patient in session, to try and understand how our shared micro system is organized. It has been working in this relational way that I have found most rewarding so far. I think I can thank community psychology for that.
Culturally Integrated treatment can be a superficial manifestation of a genuine commitment to Native Hawaiian cultural integration. The phrase “culturally integrated treatment” can be expressed and understood with varying interpretations at the level of surface change versus deep structural change. Yet another example of surface integration (e.g., race/ethnicity) (Resnicow, Soler, Braithwaite, Ahiuluwalia, & Butler, 2000).

In the treatment industry a culture of corporatization and consumer capitalism prevails in programs that readily adopt surface level cultural messages and NH themes to compete for a limited pool of state and federal funds. In this vein, and with substantive fiscal rewards on the line, AA operated a political economy of NH cultural integration that reproduced processes of colonization in its service delivery (Leanui, 2000) (see Table 1). Themes of colonization were further perpetuated in AA cutting fiscal corners (e.g., underinvesting in properly training staff; manufacturing a climate of job insecurity based on fearmongering to freeze wages; nurturing exploitative and predatory organizational culture to grossly underpay — comparable to any other treatment program in Hawaii—and overwork staff, paying most staff as little as (legally) possible), hence its inability to achieve quality control standards via CARF accreditation since January 1987. In effect, nickel-and-diming the quality of overall service delivery and shortchanging “NH program activities”. For example, genuine program investment in the basic idea of Malama ‘Aina (“steward of the land” and its conservation) would entail not only hiring but paying bona fide NH practitioners to incorporate oral tradition centered on storytelling related to NH history, legends, cultural figures, and contributions to civilization to enhance resiliency (Johnson & Beamer, 2013). This further instills a strong sense of pride in NH identity and genealogy (Tengen, 2008). However, AA’s pretentious and insincere commitment to honor the integrity of Malama Aina resulted in a deeply flawed method of service delivery with non-specialized and non-credentialed program staff (self-proclaimed “healers”) resigning Malama Aina to conscripting clients to cost-containment activities such as cleaning bathrooms, picking up trash, pulling weeds, planting vegetables and growing flowers. Additionally, under the guise of psychosocial growth, physical labor was promoted by AA to (re)habilitate criminal offenders, while gardening was touted by AA to “heal” patients with neurological disorders, mental illnesses, and drug addiction. Yet there virtually is no evidence in the extant literature to validate or robustly support these bold therapeutic claims. Still AA fashioned “Malama Aina” as the primary focus of its service delivery to yield substantial revenue from insurance billing and other funding sources (Department of Health Alcohol and Drug Abuse Division [ADAD], First Judicial Circuit) despite the formation of this program component not being wrought from empirical study, let alone foundational literature.

Moreover, AA’s version of Malama Aina strongly encouraged patients to become field laborers, underemphasizing actual therapy and cognitive behavioral interventions, academic opportunities, and career-building skills via vocational rehabilitation. Clients disinterested in physical labor were still mandated to spend one-third to half of their “treatment” engaged in menial labor. This, despite the reality that nearly all patients expressed employment aspirations beyond farming and gardening in light of possessing strengths, talents, and skills transcending the old colonial trope that NHs are only smart enough to work with their hands. As a result, patient experiences of Malama Aina, and, by extension NH culture, engendered perceptions that stressed negative sentiment through words such as “exploitation” and “manual labor”—a
perennial source of chronic grievances with a cross-section of the treatment population.

Moreover, AA claimed that NH cultural values were universal across the treatment board and therefore applicable to all patients irrespective of their cultural background, personal history, or clinical needs. While this logic might hold at face value for patients embracing their NH heritage, it runs the risk of being insensitive to patients who have little understanding of NH history and culture or who harbor internalized negative messages and sentiment around their NH identity. Simply asserting a one-to-one correspondence between a “universal NH culture” and heterogeneous patient population is highly problematic (see Helm & Baker, 2011, on human services delivery with the ethnic/racial diversity of the Hawaiian population). That is, mandating patients to participate in program practices (hula), traditions (donning a NH malo or loincloth as a requirement for treatment “graduation”), and aspects of service modalities (oili or ‘chanting’), without fully understanding the individual patient can inculcate and exacerbate negative feelings toward NH culture. As Resnicow et al. (2000) point out, “culture-based programs and messages, while potentially salient, must be carefully pretested as some segments of the population may find them irrelevant, inflammatory, or offensive (if they don’t place a high priority on ethnic identity)” (p. 279).

Another assumption contained in AA comes from its treatment philosophy expressed in the belief that the underlying basis of drug addiction resides in a cultural identity dispossessed of “NH cultural values” such as “ohana” (family). This is subverted to mean that patients are without family-oriented values prior to drug addiction and in treatment recovery. However, because patients already possessed family values as part of their established belief system, this reasoning is warped in service delivery, becoming a narrative of addiction declaring patients immoral and badly skewed in character. The resultant affect further compounds the stigma and shame “addicts” commonly experience given the devastating effects of addiction and criminalization of drug use.

**Conclusion**

This article is based on ‘forbidden knowledge’ as AA’s organizational structure is known for externalizing blame and insulating itself from the unacceptable reality of warranted critique vis-à-vis denial-infused suppression of disagreement and censuring critical appraisal. Forbidden knowledge, irrespective of how it is presented and delivered, is stamped out because it raises a threat to the self-representational institutional image and program status quo, rather than regarded as a necessary and pragmatic exchange as part of an ongoing process of improving the efficacy of service delivery. The political economy of AA’s service delivery resulted in an overgeneralized and parallel treatment process rather than a truly integrated and culturally rooted one. The colonizing framework of AA’s service delivery was characterized by: (a) engaging in a narrowly focused and superficial approach to cultural integration using a reductionist method of program service by resigning “cultural practices” to generic NH “activities” (canoeing, hula, working in the lo’i (taro patch) that fail to illuminate or contextualize existing legacies of colonialism, (b) maintaining the “preservation” of NH culture in such a simplified, yet unintelligibly abstract way in program practices as to impression program participants that NH culture is
irrelevant in its application to treatment recovery, and (c) Ho ouma Ke Ola (“to perpetuate life as it was meant to be”) refusing to recognize that ancient NH ontology, epistemology, cosmology, and contextual contexts (see McCubbin & Marsella, 2009) are not automatically transferable in any meaningful and legitimate way merely because one self-identifies as NH in the contemporary sense.

Granted, surface level change is one step forward in the direction of cultural sensitivity (Resnicow et al., 2000), in theory, as cultural sensitivity increases, it can be expected that the program structure operating outside of the political economy will deepen its structure of service delivery. At least one example entails adopting a complex and dynamic biopsychosocial model of addiction that acknowledges colonial legacies and accommodates program philosophy oriented around decolonization processes (see Laenui, 2000, on program formulation as a political approach for NH’s, and on Muller’s, 2014, adaption that broadens the framework focusing primarily on reestablishing and strengthening indigenous knowledge). This includes a unified and coherent model incorporating the framework of historical trauma (Mohatt, Thompson, Thai, & Tebes, 2014; Pokhrel & Herzog, 2014) that recognizes the enduring social-environmental and psychological impact of colonialism (Irwin & Umemoto, 2012; Trask, 1999). Needless to say, the particular brand of “innovative Hawaiian culture-based” drug program that AA is invested in will require deconstruction of its colonial model of service delivery before it can envision and commit to deep structural change that manifest in culturally integrated treatment.

Acknowledgements
The author dedicates this article to the memory of former and current program participants of “Aloha Aina”

References

In this essay concepts of community psychology are reviewed within the context of the global village and the challenges of developing an ethically informed, global community psychology. Of particular interest is the paradox created by increased acculturation and appropriation against the sharing of Indigenous ways of knowing in a spiritually starved world.

The world no longer is a collection of independent land masses inhabited by various groups of people, plants, and animals. Advances in technology, communication, and transportation along with man’s native desire to explore and trade with distant lands have all led to the world becoming a much smaller place, a global village. As we continue to become more intimate with what has been happening in our neighbour’s backyard, humanity has started to more fully grasp the affects we have on each other’s lives.

Global Community Psychology

Cultural Appropriation within the Global Village

Written by Carol Koziol
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Pacifica Graduate Institute, Community, Liberation & Ecopsychology MA/PhD

The disparate treatment of Native Hawaiians in the criminal justice system. Honolulu, HI: Author.

In this essay concepts of community psychology are reviewed within the context of the global village and the challenges of developing an ethically informed, global community psychology. Of particular interest is the paradox created by increased acculturation and appropriation against the sharing of Indigenous ways of knowing in a spiritually starved world.

The world no longer is a collection of independent land masses inhabited by various groups of people, plants, and animals. Advances in technology, communication, and transportation along with man’s native desire to explore and trade with distant lands have all led to the world becoming a much smaller place, a global village. As we continue to become more intimate with what has been happening in our neighbour’s backyard, humanity has started to more fully grasp the affects we have on each other’s lives.

Global Community Psychology
Marsella (1998) expressed preference for the term global-community that is multinational and multicultural and proposed the development of a global community psychology. He stated, “Human survival and well-being is now embedded in an entangled web of global economic, political, social, and environmental events and forces… the global village is multicultural, multinational, and multiethnic” (p.1282). The challenge here is that the term global may end up being equated to the predominantly Western colonization of other cultures. However, global-community psychology has an opportunity to further the concept of sense of community while respectfully acknowledging the many unique cultural gifts from communities across the globe.

Colonization and Acculturation

Nairn (1990) summarized colonization as “control over spirituality, land, law, language and education, health and family structures and finally culture itself pass from the Indigenous people to the colonizers” (as cited in Nelson & Prilleltensky, 2010, p. 354). Colonialism implied an inequality in the relationships between the colonial power and the colony, which often included the oppression and exploitation of Indigenous peoples. To this date, an important manifestation of Indigenous empowerment has been the decolonization process. However, the broader process of decolonization is not just an Indigenous issue, it is a global issue. The Western way is crippling everyone and everything in its path.

To halt the tide of “systematic exploitation of environmental and human resources in other lands” (Nelson and Prilleltensky, 2010, p. 354) colonization could be rectified by imperative decolonization. However, the process of undoing colonization may be expanded with a global effort to remember ancestry and reconnect with nature and spirituality for the sake of saving the soul of the world. But how would this approach blend into the decolonization process?

Due to the exponential increase of peoples migrating around the world, the subtle continuance of Western colonization, and the dilution of original cultures through acculturation, it is obvious that there is still much research to be completed within the field of community psychology. This could be the rich content of a future project to expand on the development of an ethically informed, global community psychology.

Appropriation and Commodification

Appropriation can be defined simply as the cultural taking of ideas, objects, symbols, images, artefacts, or styles from other cultures. This common cross-cultural fertilization happens unintentionally and often out of cultural admiration. Unfortunately, issues arise when the cultural groups being borrowed from are exploited minorities, thus quietly perpetuating colonialism.

Problems and challenges will continue with the Western world’s focus on consumerism and it’s greediness for commodities. Fromm’s (1976) stark description of the Western world living in a having mode—instead of a being mode—is confirmation of this. With an overlay of Cushman’s (1995) discussion on the empty self that amplifies a spiritual void, suddenly culture becomes big business, especially, what is viewed derogatorily as “exotic,” non-white and Indigenous culture under Western supremacist worldviews. Many in the Western world looked to the ways of the other to provide some meaning to their empty lives and to reconnect to something larger than their individual lives. The question is how can this deep yearning be explored with respect and integrity to the culture of origin?

Indigenous Intellectual Property

I was quite surprised to uncover the fact that the United Nations (UN) had added the Indigenous voice to the issue of cultural appropriation. However, I was shocked to discover that countries with significant Indigenous populations voted against or abstained from voting on this article, what obviously can be explained as the absence of Indigenous vote representation. The United Nations Declaration on the Rights of Indigenous Peoples was adopted by the General Assembly during its 61st session at UN Headquarters in New York City on Thursday, 13 September 2007 by a majority of 144 states in favour, four votes against (Australia, Canada, New Zealand, and the United States) and 11 abstentions (Azerbaijan, Bangladesh, Bhutan, Burundi, Colombia, Georgia, Kenya, Nigeria, Russian Federation, Samoa, and Ukraine). Article 31.1 stated: Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.

(United Nations, 2007)

This comprehensive statement definitively does not leave much room for cultural copying of anything Indigenous, but when it comes to education there seems to be some exceptions. Many public schools and progressive educational institutions include activities such as council practice and the medicine wheel. These could be viewed as an obvious contradiction to the above UN Article unless the instructors were Indigenous.

Indigenous peoples should ultimately decide on what and how their legacies are shared and I agree that Indigenous peoples should be the primary beneficiaries of this shared knowledge. No one will deny the fact that self-determination will eventually help end racism (Nelson & Prilleltensky, 2010). But the issue of appropriation lacks clear boundaries and has in fact been quite blurry at times.

Personal Paradox

My personal quandary around this issue of appropriation involves how to share, in a learning environment,
some of the treasures I have observed from various cultures around the world, including many Indigenous practices. The motivation for wanting to include these non-Western praxes are to encourage new ways for Western people to reconnect to the land and through this reconnection help themselves and the earth.

In the plethora of cultures around the world, there are many interesting and unique ways different people from different lands have maintained connection to the land. The Western world has forgotten how to be natural and be in nature. It is my belief that the more Western people become reconnected with nature the better off the planet will be. This reconnection would be one of the antidotes to Cushman’s (1995) empty self. With this ethical guideline, how can the inclusion of Indigenous wisdom get appropriate recognition and legitimation to avoid the danger of creating another oppressive and exploitative structure? How can I ethically weave my experiences from around the world into the work I do?

In an attempt to develop some realistic guidelines, Archibald (2008) suggested seven principles relating to using first nations stories and storytelling for educational purposes including: respect, responsibility, reciprocity, reverence, holism, interrelatedness, and synergy (p. ix). Archibald used the metaphor of how these seven strands weave a story basket and while each strand has a distinct shape, when they are interrelated the event takes its own life. These principles could apply to other traditions, ceremonies, stories, and lessons from nature.

For the time being, this approach fits my needs. I will ethically follow these guidelines. I respectfully and responsibly will give credit where it is due to Indigenous wisdom and praxis and will include original delivery sources wherever possible. Additional research in cultural appropriation in the field of community psychology is imperative but for now I am satisfied having deepened my understanding of the pervasive dynamics that perpetuate infringement of Indigenous rights.

There is no clear answer to the paradox of cultural appropriation within the global village. I believe we just need to be honest and fair. We need to be sure that the ultimate motivation for sharing any cultural tradition is for a higher purpose than the business of making money that perpetuates colonization through the appropriation and exploitation of Indigenous ways of knowing and being in the world.

References

Wichita State University: Bridging the Visibility Gap using the Core Practice Competencies

Written by Jessica Drum (jessica.drrum09@gmail.com), Nicole Freund (nmfreund@gmail.com), Jasmine Douglas (jasmine.douglas.wsu@gmail.com), Dan Clifford (dclifford11@gmail.com), Refika Sarionder (rsarionder@gmail.com), Deborah Ojeda (debb.ojeda@gmail.com), Rhonda Lewis, PhD, MPH (Rhonda.lewis@wichita.edu)
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“Increasing participation of psychologists in community-oriented mental health programs has focused attention on the need for training in this field of endeavor” (Bennet, Anderson, Cooper, Hassol, Klein, & Rosenblum, 1966, p. v).

“Community psychology concerns the relationships of individuals with communities and societies. By integrating research with action, it seeks to understand and enhance quality of life for individuals, communities, and societies” (Kloss, Hill, Thomas, Wandersman, & Elias, 2012, p. 12).

“The field of community psychology is devoted to advancing theory, research, and collaborative social action (at neighborhood, organizational, state, national, and international levels) to promote positive well-being, increase empowerment, ad- vance social justice, encourage understanding of each other and of issues that society faces, and to prevent the development of problems” (Hakim, 2010, p. 1)

“Community psychology employ[s] various perspectives within and outside of psychology to address issues of
Community psychologists know who they are and what they do. They can articulate in relevant, erudite ways the components of their work, the skills they develop and nurture, and the power of their discipline to encourage and enact positive change. The trouble, of course, is that few outside the field are able to say the same. The quotations above certainly highlight the many different facets of community psychology, but ask just anyone in a university, or on the street, what a community psychologist does, and their responses are not likely to mirror any one of these. Not even Wikipedia offers a definition that the average person is likely to understand or remember. Community psychology as a discipline suffers from a terminal case of shyness.

The roots of community psychology are also most likely what the average person imagines most readily when they hear “community psychology”: mental health assistance. The Swamplcott conference in 1966 was born out of a recognition that mental health interventions existing in community settings, where the ecology of the patients is considered, might be the answer to the very real and frightening problem of growing need and tightening human resources. Certainly mental health remains an important piece of the puzzle, but it is a confining definition for the field, and it does not accurately reflect much of the work done in practice by community psychologists. The increasing recognition of ecology, systems, and policy as influencing communities has affected the field greatly, but sadly seems to remain outside the everyday definition of what the field actually does. Thus there is a divide between what community psychologists do and what people see. The word “psychology” to most is still a synonym for “therapy,” and this conceptual chasm prevents advancement of the field as well as recruitment of new troops to the social justice battle lines. Undergraduates, in particular, need to be cultivated and presented with community psychology as it exists in all of its multifaceted glory. For them to conflate community psychology with clinical, as so often seems to happen, reduces the engagement of good students in both fields. Those students who long to affect populations rather than individuals believe their work must be in political science or policy, and those who long to lift individuals from their pain believe they are better served in medical school. Programs that actively reveal community psychology for its true identity need new and systematic ways of reaching university populations and allowing them to recognize that community psychology may be the field they belong in. The academic journal is neither prolific enough, nor, in the case of community psychology, adequate in terms of representation to reach the university audiences that must be reached.

**Wichita State University - Our Solution**

Bringing visibility to the field of community psychology is clearly not a new agenda. A group of Wichita State graduate students, after actively discussing issues of visibility during SCRA Practice Council Monthly teleconferences, realized that many academic fields are successful in marketing themselves to undergraduate students. On campuses across the nation there is a perceptible campus-wide visibility of social work, public health, sociology, criminal justice, geology, and many others, that achieve visibility by the intentional promotion of their student clubs, organizations, honor societies, and other outreach programs. Students are heavily targeted and encouraged to be involved throughout their academic years by peers, advisors, faculty, and university administration. Additionally, student involvement is driven by the motivation to gain real life work experiences, build a sense of community, and to enhance their curriculum vitae or resume. By modeling what other national organizations, such as Psi Chi National Honor Society, Community Psychology Association (or C Psi A) decided to develop a local chapter of SCRA to bring visibility to the field of community psychology. Furthermore, the enactment of an active student organization benefits our local community and university by practicing and applying community psychology methodology.

**Society for Community Research and Action - Wichita State University Student Chapter: Community Psychology Association** (C Psi A) was ratified as a Recognized Student Organization (RSO) at Wichita State University in the Fall of 2014. The organization is currently led by graduate students in the Community Psychology Doctoral Program; they serve as the executive officers and are the founding members: President, Jessica Drum; Vice President, Jasmine Douglas; Marketing Director/Treasurer, Nicole Freund; Recruitment Director, Refika Sarionder; Community Outreach Director, Dan Clifford; Secretary, Debbie Ojeda. Because elections for officers will be held once a year, undergraduates will also have an opportunity to take on leadership roles in the very near future and direct the activities of the organization.

The Community Psychology faculty at Wichita State University was fully supportive and encouraging of this initiative and the graduate students sought critical direction from Greg Meissen, PhD. The organization currently receives academic guidance, supervision, recommendations, and advisement from C Psi A Faculty Advisor, Rhonda K. Lewis, PhD, MPH. The executive committee strategically planned and developed specific lifelong goals for the student chapter: (1) To connect undergraduate and graduate students interested in community psychology practice, research, and social justice, (2) to undertake one research project per year that investigates issues of social justice on campus or in the community, (3) To prepare undergraduates for the rigors of graduate school and bolster graduate student experience as well as enhance marketable job skills for both, and (4) to propagate the essential ideals central to community psychology, including collaboration, empowerment, prevention, diversity, and ecology. The
2015 SCRA AWARD RECIPIENTS!

**SCRA Award for Distinguished Contribution to Theory & Research: Raymond Lorion**

With a career spanning over 40 years, Dr. Raymond Lorion has made continuous and significant contributions to the field of community psychology. He has held academic positions at the University of Rochester, Temple University, the University of Maryland, College Park, and the University of Pennsylvania. He now serves as Dean of the College of Education at Towson University in Maryland. He has been involved with the education and training of generations of researchers and practitioners in the field, as well as teachers and educational administrators in school systems around the country. His students have assumed roles in a variety of powerful and influential settings. His decade’s long leadership of the Journal of Community Psychology has provided an influential platform for publication of community research and theory. Dr. Lorion has published a series of seminal articles for the field, championing the importance of community psychology in educational and school settings and the study of risk and protective factors in youth. Among his texts include the 1988 classic, 12 Ounces of Prevention: A Casebook for Practitioners, and Psychology and Public Policy.

**SCRA Award for Distinguished Contribution to Theory & Research: Jacob K. Tebes**

Well known for his work on the promotion of resilience in at risk populations, the prevention of substance abuse in adolescents, and the integration of cultural approaches in research and application, Jacob Kraemer Tebes, Ph.D. is Professor of Psychiatry (Psychology), Child Study and Public Health, at the Yale University School of Medicine. He also is Director of the Division of Prevention and Community Research in the Department of Psychiatry and Executive Director of The Consultation Center. Editor-in-Chief of the American Journal of Community Psychology, he has encouraged innovative approaches to research within the discipline. He has also written on the relational and transdisciplinary nature of modern science, and the impact of philosophy of science on community psychology research. He has taught in community and clinical psychology and in prevention science, and has helped nurture a generation of scholars and practitioners.

**John Kalafat Practitioner Award: Vincent Francisco**

Dr. Francisco is Associate Professor with the Department of Public Health Education at the University of North Carolina at Greensboro. He is a unique professional who has made exceptional contributions in all aspects of his professional work both to knowledge and practice over a sustained period of time (25 years). He is able to bring his insightful and science based approach to a number of major efforts that have truly affected lives all across the globe. For 20 years, Dr. Francisco has worked tirelessly with a larger team on the production and dissemination of the Community Tool Box (ctb.edu.ku), a seven thousand page website with free material on community health and development and over 7 million unique users every year. He is the Founding Editor of the Global Journal of Community Psychology Practice (www.gjcpp.com).

**Seymour B. Sarason Award for Community Research and Action: Edison Trickett**

Dr. Trickett embodies all of the important characteristics that those of us who knew and loved Seymour cherish. Perhaps most important is the Sarasonian “ah-ha” phenomena that Dr. Trickett provided both in his own work and encouraged/nurtured as editor of AJCP. Dr. Trickett has had along and profoundly influential career in which he has relentlessly pursued the inspiration Seymour first provided when they were both at Yale. Among his contributions he has challenged the “thin” view of context and pushed for a more complex culturally sensitive view. This has been carried out in his theory development, research, scholarly publications, teaching and actions. Drs. Trickett and Sarason have been complementary forces in shaping our field and influencing others both inside and outside narrow disciplinary boundaries.

Although Drs. Trickett and Sarason did not always agree, and certainly did not do things the exact same way, we think Seymour would be delighted to see Ed receive this award.

**SCRA Award for Distinguished Contribution to Practice in Community Psychology: Pamela Imm**

Co-author of the initial Getting to Outcomes model, Dr. Pamela Imm has been a fully self employed community psychology consultant and trainer since her graduation in 1996. She has worked with “all kinds of community groups”, at the local, state and national levels, helping to build organizational capacities and empowering them to achieve their goals. As one of her letters stated, her “colleagues report that Pam has used community science techniques to help scores of organizations increase their impact and outcomes.” They report that she is a skillful coach, puts empowerment evaluation principles into practice and works well with a diverse range of practitioners. She is both informed and collaborative and seen to be the “quintessential community psychologist in practice.”

**Early Career Award: Brian Christens and Victoria Scott**

Brian Christens of the University of Wisconsin-Madison was selected as a recipient of the 2015 Early Career Award. Dr. Christens has an extensive program of research focused on understanding the psychological changes that occur as people participate in community and organizational settings, and the ways that these changes can be assessed and used to evaluate, compare, and strengthen community-driven initiatives. Using a multi-level conceptual framework of empowerment, Dr. Christens has partnered with several community groups to foster community and youth development and well-being. Currently, as Faculty Director of University of Wisconsin-Madison’s Center for Community & Nonprofit Studies, he works with a team of students and staff to provide guidance on health equity and capacity building to community groups and coalitions. In addition, Dr. Christens has collaborated with other faculty on his campus and in the local community to expand fledging local organizing initiatives. Cumulatively, Dr. Christen’s work has had a positive impact in several of the communities in which he works. This and his scholarly contributions on empowerment and community change make him deserving of the Early Career Award.

Victoria Scott, Administrative Director of the Society for Community Research and Action, was selected for the 2015 Early Career Award. Victoria has devoted her professional career to improving the capacity and performance of non-profit organizations. Dr. Scott’s contributions include improving health and human service programs through the Getting to Outcomes approach and developing the Evidence-Based System for Innovation Support, a robust approach to strengthening the science and practice of provider support. Dr. Scott has also worked extensively to promote community psychology’s globalization and outreach. She has co-edited the first competency-focused community psychology textbook, Community Psychology: Foundations for Practice, co-edited a volume of the Global Journal of Community Psychology on community psychology competencies, and established a community psychology practice journal that incorporated global perspectives, the Global Journal of Community Psychology Practice. Since serving as SCRA’s Administrative Director, she has implemented several operational changes that have improved SCRA’s efficiency and outreach. Dr. Scott is deserving of the Early Career Award due to her commitment to developing and promoting the field of community psychology and her commitment to SCRA as an organization.

**SCRA Ethnic Minority Mentorship Award: Dina Birman**

Dr. Dina Birman, an Associate Professor at the University of Miami, commits herself to a research agenda that brings awareness to issues faced by immigrants, refugees, and other marginalized groups. Therefore, she attracts like-minded students who are often students of color, immigrants, and refugees themselves. Dr. Birman thinks about diversity in student backgrounds and experiences, research theories and frameworks, and always commits herself to an interdisciplinary and critical multicultural approach to teaching, mentorship, and psychological research. As one previous student notes, “I learned how to have meaningful, challenging, and productive conversations around difficult and challenging topics. These skills have made me a powerful teacher and mentor today because I can now guide my own students through a similar process.” In these ways, Dr. Birman has promoted a tradition of cultural inclusivity within and beyond Community Psychology.
Council on Educational Programs: Outstanding Educator Award: Rebecca Campbell

Dr. Rebecca Campbell, Professor of Psychology at Michigan State University, has developed an exceptional track record of teaching and mentoring students in the field of community psychology. Highlighted in her nomination materials was her use of innovative teaching strategies that integrate theory and practice across a number of classes. Dr. Campbell's course on community program evaluation was cited by a number of former students and colleagues as a particular example of her innovative and action-oriented approach to teaching. Students in the course partner with local community-based organizations, work with their partners to engage community members and other stakeholders, and formulate and carry out an evaluation designed to contribute meaningful information to the agencies and the communities they serve. Many of Dr. Campbell’s students have gone on to faculty positions, or to engage in community-based practice in a range of organizations and settings. In a joint letter from many of these former students, they remarked that her classes were a “transformative experience” that provided a safe space to engage in the “key debates and tensions within the field” and to situate themselves in that broader perspective.

Council on Educational Programs Award for Excellence in Education Programs: Wichita State University

The Community Psychology program at Wichita State University is being recognized for its exemplary graduate and undergraduate opportunities in community psychology, and in community research and action. The program began its free-standing Master’s program in Community Psychology in 1972; in 1992, the community combined with the WSU Clinical Psychology program to create a doctoral training program in Community-Clinical Psychology. The Department currently operates a free-standing Ph.D. in Community Psychology, an APA accredited Ph.D. in Clinical-Community Psychology, and an undergraduate certificate program in Community Psychology. Faculty within these programs have a strong commitment to teaching and to community research and action, as evidenced by numerous awards and recognitions from the broader university. Students are encouraged to fully engage in research and action-related activities as collaborators with faculty. Other unique aspects of the program include involvement with the Center for Community Support and Research (CCSR), a group dedicated to creating and sustaining positive change within organizations and communities in Kansas through leadership development, facilitation, and research. In addition, the CCSR and Community Psychology Program host the Global Journal of Community Psychology.

Special Contributions to Public Policy Award: Rebecca Campbell

Dr. Rebecca Campbell, Professor of Community Psychology and Program Evaluation at Michigan State University, has been active in the anti-violence social movement since 1989 and has spent 10 years working as a volunteer rape victim advocate in hospital emergency departments. Her research focuses on violence against women, specifically sexual assault and how the legal, medical, and mental systems respond to the needs of rape survivors. Dr. Campbell has a strong record of direct research-to-policy reform efforts at the local, state, and national level, using a variety of change-strategies, including capacity building to support evidenced-based practice, media engagement to promote public dialog, and legislative action to advocate for change.

Don Klein Publication Award: Community Psychology:

Foundations for Practice: Victoria Scott, Ph.D. and Susan Wolfe, Ph.D.

Community Psychology: Foundations for Practice co-edited by Victoria Scott, Ph.D. and Susan Wolfe, Ph.D. reflects a list of “who’s who” in their respective areas of expertise in community psychology. The book is anchored in the values and guiding principles of community psychology. It promotes the field and practice of community psychology through its focus on community psychology practice and competencies. It serves as a valuable textbook for graduate programs to introduce students to the competencies, with definitions, guidelines, and real world examples of applying the competencies. It also serves as a reference for practitioners looking to expand their competencies. Early career and more seasoned professionals will find this book to be a valuable resource for community psychology, social work, public health, and practice by any discipline working in community settings. The way this book brings together and gives an in-depth presentation of the competencies of community psychology practice makes it the first of its kind.

Best Dissertation in a Topic Relevant to Community Psychology: Ashley Anglin, Ph.D.

Ashley Anglin, Ph.D. is the Coordinator of Mission Development and Postdoctoral Fellow in Applied Community Psychology at Atlantic Health System. Ashley has undergraduate degrees in Psychology and Spanish from Berry College and an MA/PhD in Community and Cultural Psychology and Graduate Certificate in Public Policy from the University of Hawai‘i at Mānoa. Broadly, her aim is to collaborate with community residents and organizations to conduct research and develop programs that promote holistic well-being. Her specific research and career interests include positive youth development, civic action, community development and revitalization, empowerment, participatory action methodologies, and community programs to promote equity and address context-specific needs. Within each of these areas, Dr. Anglin is particularly interested in the influence of culture and ethnicity, as well as additional components of community diversity such as socioeconomic status, gender, sexual orientation, and disability status.


Emory L. Cowen Dissertation Award for the Promotion of Wellness: Andrew D. Case, Ph.D.

Andrew D. Case, Ph.D. is a postdoctoral fellow in the Duke Global Health Institute, Duke University. His research examines: a) the impact of marginality on the health and life outcomes of ethnic minority populations, and b) the collective processes by which members of these populations are resilient in the face of marginality (e., counterspace involvement). In the fall, Dr. Case joins the faculty of the Department of Psychology at the University of North Carolina at Charlotte.

Dissertation Title: More than Meets the Eye: Exploring a Black Cultural Center as a Counterspace for African American College Students.

SCRA Video Contest Awards

First Place: “What is Community Psychology?” by Sarah Callahan, Lindsey Zimmerman, Olya Glantsman, Carlos Luis, Cheryl Ramos, Bret Kloos, Taylor Scott, and Dawn Henderson.

Second Place: “Ecological Community Psychology: A Video Photovoice Project” by Brad Olson and students from National Louis University Cohort 4.

Third Place: “Proyecto Héroes (Honor, Educación, Respeto, Oportunidad, Esperanza, y Soluciones) Youth Photovoice” by Maryam Kia-Keating.

Third Place: “Educate Primero Colombia: Reducing Child Labor in Barranquilla” by Isidro Maya-Jariego at Universidad del Norte, Biblioteca departamental del Centro de Barranquilla, Fundación Mí Hogar and Institución Educativa Pinar del Río - Barranquilla (Colombia).

combination of these four goals serves to both integrate community psychology into more everyday experience for these undergraduates, increasing overall visibility and action over time.

The executive committee acknowledged that in order to bring visibility to the field of community psychology then it would be vital to be branded and marketed as, Community Psychology Association (C Psi A). Additional processes included working with the University’s Student Involvement Office to become ratified as a Recognized Student Organization. By officially being a part of the university’s infrastructure student organizations receive special incentives; examples include free branding materials, placement on the school website, meeting spaces, and involvement in campus events. Finally, effective recruitment strategies were executed to actively build membership and to promote the field of community psychology. The officers of Community Psychology Association (C Psi A) created flyers, built a social media presence, and distributed them across campus, all the psychology department instructors invited their students to join C Psi A, and officers were guest speakers in classes. An important recruitment effort for the organization was participating in the campus involvement fair. In the Fall of 2014, students who came to the C Psi A booth during the fair had the opportunity to spin the community psychology competency wheel (see Image 1.) to learn more about the field and a chance to earn a small prize.

Through the active, continuous, and consistent recruitment processes C Psi A membership now includes 157 members, who include both graduate students and undergraduates, psychology and non-psychology majors.

C Psi A’s Current Work

The current research project, Students Collaborating for Culture Change on Campus: A Community-Based Approach to Sexual Assault Prevention, developed naturally out of current issues in the Wichita community and nationally. The organization separated into work groups developed to attack the issue of sexual assault on campus from three different, coordinating perspectives: research, action, and engagement. The research group is actively conducting focus groups with students, faculty, and staff about the culture of sexual assault, and a survey will be administered later in the Spring 2015 semester. The action group dedicated their early work to discovering what other universities are doing to combat sexual assault on college campuses, and this group will also be taking the reigns during the next academic year when an intervention, guided by the research, will be implemented at Wichita State University. Finally, the engagement group focuses on gathering the resources already available at Wichita State University and the Wichita community. They are establishing relationships with other organizations, government agencies, and coalitions for collaboration. Each of these work groups are giving students the opportunity to use the core practice competencies in community psychology by getting experience, while also making positive changes in their own community.

Encouragingly, C Psi A has already experienced success and accomplishment with the sexual assault project. The Wichita State Student Senate has passed a resolution that explicitly states their support in the continuation of research regarding possible solutions to the problem of sexual assault on campus. The buy-in by the Student Senate provides political support and an ally to the logistics of the future intervention. In addition, three graduate students attended the Clinton Global Initiative University Conference in March, where they were able to attend workshops by influential individuals from around the world, offering guidance and useful creative problem-solving techniques. The organization has also received grant funding to support the local research. These accomplishments will not only assist in reaching the local goals, but also in bolstering the sustainability of the organization and improving the visibility of community psychology.

In addition to the impacts being made in Wichita, the organization foresees an impact on the field of community psychology generally through offering a vehicle to increase the visibility the field so obviously needs. It bridges a gap between the academic and pragmatic within the population of those who can contribute so much, but are aware of so little. Updates from SCRA are and will continue to be disseminated to C Psi A group members. This includes everything from information about various SCRA conferences, such as the biennial, to articles that are posted by the practice council and from colleagues in the field. The goal is for members in the organization to know that there are greater resources out there, and community psychology is not just a function of local change, but also of change at the national and international level. In addition, local advertisements of our organization will get people talking about community psychology. Already, Community Psychology Association has been mentioned in the university newspaper; along with the Student Government Senate resolution in support of our research, other people and other fields are starting to talk about Community Psychology, and that is a small win in itself.

As we celebrate 50 years of community psychology our goal is to continue to increase our visibility of the C Psi A chapter and continue to support the values of our Society for Community Research and Action at Wichita State University. In the future we want to recruit more undergraduates to get involved in issues that matter to them. We implement and
complete our research study. Lastly, that in the next 50 years we will get over our shyness.

Acknowledgements: The authors would like to thank Dr. Greg Meissen for his guidance and mentorship during the development of C Psi A.

References


The Community Practitioner
Edited by Susan Wolfe and Olya Glantsman

Transitioning into the New Year with a Review

My tenure as editor of The Community Practitioner column started in the Spring of 2010, and will end with this column in the Spring of 2015. After five years I have decided to step down as column editor to allow someone else the opportunity to edit this column, and to bring a fresh perspective in. I have very much enjoyed my term as editor and am grateful to everyone who contributed to the column over the past five years. Thank you! On that note, I am very excited to announce that the new editor of the Community Practitioner column will be Olya Glantsman!

As we are thanking Susan for a wonderful job taking care of the column for all these years, we would like to begin the new year by looking back on last year’s accomplishments.

A Year in Review

Over the past year, the Practice Council (PC) has experienced a great number of accomplishments including a successful leadership transition and a creation of a secretary/historian position.

Meeting the Needs

Last year, the PC continued to provide starter funds for larger community interventions that engage local community members via the SCRA Community Mini-Grants program. This year, fifteen grants were awarded with 17% of grantees residing outside of the United States. Peer Consultation Calls, in their second year, continued to provide support to students, early-career, and mid-career professionals working in communities. Callers have an opportunity to share their work with colleagues and get some ideas and help. Another great project included the creation of the Connect to a Practitioner Guide, which aims to bridge the gap between academic programs and practitioners. Additionally, many PC members continue to serve as advisors for the Ask an Advisor service, sponsored by the Community Tool Box at the University of Kansas, in which advisors answer questions on community development from people all over the world.

Student Support

PC continues to support Masters programs via the Connecting Master’s Students workgroup. Since, July 2014 this group has been meeting to develop questions and co-facilitate focus groups with Masters students across the United States to understand their professional needs as well as identify the motivators and barriers to engagement within SCRA. Additionally, as a result of the ongoing conversation about the disconnect of undergraduate students getting involved in community psychology, the Community Psychology Association student chapter, an officially recognized student organization at Wichita State University was founded. Finally, SCRA’s first Summer Institute was proposed and organized to be held at this year’s Biennial.

Visibility and Outreach

In 2014, the Community Psychology Practice Blog continued to raise awareness about the field and the people who do Community Psychology related work. Since the beginning of the year, there were 31 blog posts on a variety of subjects related to the field. The Outreach Group of the Council continued to generate monthly bulletins (called THEory into ACTion) on innovative work in community practice. Furthermore, in the past year, PC helped organize four webinars. Finally, the Community Psychology: Foundations of Practice book was published and released in print on December 15, 2014.

Looking Ahead

Looking back on the successful past year, we cannot help but think about the future. How should Community Psychology look 50 years from now? In raising this question and questions about how to sustain community development initiatives, the Practice Council in collaboration with the Council of Educational Programs, is organizing a session for the upcoming Biennial titled, The Next Fifty Years: Imagining the Community Psychology of the Future. In this session, we will: 1) Revisit the Vision of SCRA on this special anniversary, 2) Generate a ‘go-forward’, long-term vision for SCRA with shorter term, intermediate action steps, 3) Disseminate the vision widely throughout SCRA utilizing a diversity of platforms including the SCRA list serve, social media, TCP, and community-focused journals (AJCP, Global Journal of Community Psychology Practice), 4) Engage the appropriate SCRA Committees and Councils to accomplish proposed action steps, and 5) Give voice to various SCRA sub groups that will live the vision such as students, recent graduates, and newer members of SCRA. We are looking forward to seeing everyone at Lowell.
Ann worked starting at the age of 14, while her father worked at a civil service job at the local air force base. He died at the age of 53 when Ann was a junior in college. Each of the minor children received veteran survivors’ benefits, assuring payment for their educations.

Ann Price was born and raised in Ft. Walton Beach, Florida, the sixth of nine children. When she was still young, her father retired from the Air Force. He subsequently worked multiple jobs to put food on the table for his large family, and her mother took in laundry. Later, her father started a business, a plant nursery. Her mother ran that business during the day while her father worked at a civil service job at the local air force base. He died at the age of 53 when Ann was a junior in college. Each of the minor children received veteran survivors’ benefits, assuring payment for their educations. Ann worked starting at the age of 14, including busing tables at restaurants and working at Chick-fil-A throughout high school and community college.

All of the Webb children attended parochial school at the Catholic school directly across the street from their house. She happily attended that parochial school until grade 8, after which she attended a public high school. Her mother (although only a high school graduate) advised Ann never to take a typing class “or you’ll end up a secretary,” which she saw as a dead end job for women.

In high school, Ann was a good student, very active in school clubs and was elected a class officer 4 times. However, her high school offered little in the way of college counseling, just handing her a college catalog to read. Like many of her friends, she attended the local community college after high school, contributing to her expenses by working. As early as high school, she knew she wanted to study for a PhD, originally planning a career in cancer research -- until she took a chemistry course in community college. She then switched to a psychology major.

Most of her siblings attended college, and her mother attended college for a while, when in her 60s. After community college, Ann attended the University of West Florida (UWF). Although UWF was only 45 minutes away from home, she lived on campus, having “left the nest, permanently.” UWF had great professors, and she worked in their research labs, “I aspired to be a clinical psychologist, which seemed to be the choice of most psychology majors I knew.” She invited a professor-mentor to lunch to talk about her future, at which time he encouraged her to consider being an applied psychologist. He told her: “I see you as an applied psychologist working in the community.”

Thinking “he saw something in me I had not seen,” his prediction was based on the jobs she had held already. That is, while studying for her BA (1983) and MA (1986) degrees, she had worked in the community, in education or with youth related organizations. She had specialized in consulting with organizations that educate disruptive children and held a post-BA job in which she did crisis counseling with juvenile offenders.

By this point, she was married, to Dan Price whom she had met at a fraternity party at UWF. He had earned a degree in a new field, Accounting Information Systems (AIS), at UWF and was offered a job in Atlanta at an accounting firm. (He later moved to Coca Cola, where he has been for 27 years). In Atlanta, she retained her interest in graduate study for a doctorate but, in the interim, she accepted a recruiting job at Rockwell International. Although she obtained valuable professional polish from her Rockwell job, the corporate environment was not a good fit for her. Instead, she took a job at a mental hospital and joined a private clinical practice group.

Later, she worked as lead therapist at a treatment hospital with substance-abusing teens. She was frustrated with the parents who would not deal with their own substance abuse issues and with the high relapse rates of their children. “Although I did notice that many of them magically improved just as their insurance was running out,” she remembers. She burned out and began thinking about how much more effective prevention would be. Although she had earlier been rejected from clinical programs at several universities in Georgia, soul searching led her to a different direction, tapping into her interest in prevention and systems level interventions. She fortuitously found and was accepted into the community organization program at Georgia State University (GSU). Eventually, this organizational management program was phased out and morphed into the community psychology program – “even more perfect for me.”

At the time she entered the PhD program, she had two sons – ages 3 years and 3 months, somewhat unusual for a graduate student. To accommodate her growing family, she entered the program in January. “I’d set the alarm for 4 am to study, but it never failed that soon after, the baby would awake.” Because of her own “imposter syndrome” feelings, she lacked confidence. “I kept waiting for someone to tap me on the shoulder, to tell me I did not belong there.” She now offers the following advice to women...
students in the same situation: “Ask for what you need, such as a private location to use a breast pump. You have a right to be supported in your education.”

Although GSU accepted some of the credits she had earned in her MA program, it still took her 7 years to complete her doctoral program. “If I had to do it again, I would have done the program more quickly.” In part, this was due to her decision to repeat all of her statistics courses to assure a strong grounding. She received a solid foundation to pursue an applied career. In addition to her classes, she gained skills from her work in her professors’ research labs at GSU as well as a research job as data manager at Grady Hospital (with Dr. Nadine Kaslow of Emory University, now APA president). Her former math fear was diminishing: “Statistics now made sense to me. I assess myself as being quantitatively competent but not quantitatively gifted.”

Three months before earning her PhD (2000), she had a third child. She applied for a position at Macro International, but for a part time position, because she also wanted to continue teaching part time at Kennesaw University as an adjunct and now had 3 children at home. The Macro experience was intense, her colleagues were impressionable and her skills were much improved, especially in techniques for communicating data to funders.

Around the time that her youngest was entering kindergarten and she was considering full time employment again, a friend at Catholic Services recommended her for a position as victim assistance coordinator with Atlanta’s Archdiocese. The job was to implement prevention programs and chose one for priests – in the midst of the furor over sexual abuse of children by Catholic priests – in the midst of the furor over clerical pedophilia and its cover-up, then at its height. She surveyed the best prevention programs and chose one for the Bishop’s consideration. However, her recommendation was not taken seriously, and she realized that she was being used by the Archdiocese as mere window dressing. Not only was she fired after only 4 months, right after the Church audit found the Archdiocese’s approach (notably, hiring her) to constitute compliance (http://www.archatl.com/offices/ocyp/audit/2003-results.html), but her firing became front page news in Atlanta. The circumstances are discussed in http://www.snapnetwork.org/op_ed/stories/atlanta_archidocese_must Ensure.htm

Always highly spiritual and raised as a devoted Catholic, this traumatic, isolating experience forced Ann to reassess her relationship to the Church. Also, with great force of will, she rebounded from this painful experience by reinventing her career, in a direction that suits her perfectly – opening a private evaluation practice. She was encouraged by her friends, especially women, to “hang your shingle out there. It’s the old adage – ‘When fired, start consulting businesses!’” She looks back, ten years later, now seeing this career reinvention as a blessing in disguise.

Not having learned how to run a business in graduate school, she got started by buying books from Barnes and Noble on entrepreneurship and hired a CPA to incorporate her company. Although she’s made use of social media, most of her business comes through word of mouth. Early on, she set some rules for herself so as to maximize her work happiness. Most important, she wanted a personal connection to her clients, requiring that she and her clients share values. (She carefully picks and chooses her clients, well enough so that in 10 years, she has only experienced two minor “misses.”) She also gave herself permission to make mistakes – “not to beat myself up for mistakes, which are inevitable, especially while learning.”

Running a successful home-based business requires discipline (“and a Type A personality”). She is naturally well organized and practices good project management techniques, necessary for juggling several clients, multiple milestones, etc. She is assisted by an office manager, occasional part time research assistants and a summer intern. “In writing a scope of work for a contract, I set time milestones, based in part on my internal sense of time management that I have developed from experience.”

Boards hanging on her office wall (see accompanying photo of that wall) track her different projects, “managing the chaos.” Noting that it is easy to get overwhelmed in her line of work, she has established collegial relationships with other professionals who are available as subcontractors for additional work, when needed.

In order to maintain and strengthen collaborative relationships, she makes a 15-20 minute monthly call with each client to check in, finding the information gained to be as significant as the data being analyzed. “The numbers don’t tell me anything about context. These calls provide a richness of additional information that proves an important part of the evaluation report.”

Fortunately, her practice’s revenue has grown every year. At the start, she developed a business plan for her practice, including a comparative analysis of fees charged by evaluators in her area. She established a fee structure, in part based on her intuitive sense. (Also her husband’s business acumen was very helpful.) Most of her contracts are fixed price in which a prospective client tells her how much money is available, and Ann details what she can accomplish for that amount.

One of the challenges of her work is when a client is supported by several different funders, each of whom imposes different requirements for conducting evaluations. Also, some funders (and/ or clients) have unrealistic expectations as to what an evaluation can accomplish, given available resources. However, she’s observed that increasingly more funders
At these meetings, evaluation jobs, AEA is her primary professional. And she has observed that more funders are attending meetings of the American Evaluation Association (AEA).

Since a solo consulting practice can be lonely, she joined networks of other evaluation professionals and became an active participant. Close to home, she joined the Atlanta area affiliate of the AEA which sponsors many presentations and has an online presence. (The distance and congested traffic in downtown Atlanta are barriers to her attending more meetings.) AEA is her primary professional affiliation at this time; “it’s very easy to get involved.” She has consistently attended AEA’s national annual meetings, saying “I always learn a lot there and leave the meetings energized.” AEA has grown since she joined 10 years ago; the annual meetings now attract about 4,000 attendees. She finds the leaders of the evaluation field to be highly approachable. At these meetings, evaluation jobs, contracts and resumes are posted, and new contacts are made for future follow up. Before each meeting, she strategizes a central focus, such as a commitment to learn an evaluation technique (e.g., data visualization).

AEA is organized into more than 50 Topical Interest Groups (TIGs), one of which is a relatively new group co-founded by SCRA’s Susan Wolfe, for community psychologists and other evaluators who practice in communities. Ann returned to her community psychology roots by joining this TIG, which was formed around community psychology values. In turn, she credits Susan with leading her back to SCRA. (When she earlier quit APA, she mistakenly thought that one had to be a member of APA to be an SCRA member. Susan disabused her of this misunderstanding.) Ann has served as co-chair of the community psychology TIG for the last two years and will be presenting at SCRA’s 2015 biennial conference, at the invitation of Susan Wolfe.

Ann’s family life is another source of stability and happiness. Dan works in “business intelligence” at Coca Cola. Her oldest son Joshua is a musician, also studying for an IT degree in Nashville and married two years. Aaron, age 22, is graduating from Clemson University in May 2015 and already has lined up a good job offer. Youngest son, Zachary, is age 15 and another budding musician. Sadie, the dog, completes the family. Her mother returned to live in her hometown in Mississippi, along with three of Ann’s siblings.

Two sons being on their own now has allowed Ann to take up new activities for herself. An acknowledged “foodies,” she loves to try out new recipes and prepares holiday feasts for a large crowd. She reads for pleasure, takes Zumba classes and wants to get music back in her life.

Ann endeavors to make contributions which incorporate the community, systems level perspective to all interventions on behalf of her nonprofit clients. She strongly encourages new professionals to use networking, not just to find a job, but also to grow as a professional. She tries to surround herself with colleagues who have specific areas of expertise in which she has less knowledge. And mostly, she encourages young community psychologists to, “Force yourself to follow up with possible mentors, exchange cards, and participate actively in networks. You just have to do it. Being outgoing and assertive does not come naturally to me. It always surprises people who know me when I say that. But confidence is something I have always struggled with. I feel like I am just now hitting my stride.”

Ann will be serving as a Mentor at the upcoming biennial conference in Lowell, MA. She will be delighted to chat with you whenever you spot her wearing the Mentor ribbon attached to her name badge.

Public Policy
Edited by Melissa Strompolis
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The first section of the policy column contains the 2014-2015 recipients of SCRA Policy Mini-Grants. The policy committee received many great proposals and was able to fund three projects that would have significant impact in the policy arena. In the second section of the policy column, doctoral candidate Venoncia M. Baté-Ambrus provides SCRA with an update on the Community Health Worker (CHW) Initiative and the overlap between SCRA and the American Public Health Association. Venoncia began her career, 13 years ago, as a Community Health Worker and now serves as the Outreach Consultant for the Suburban Primary Health Care Council’s Access to Care program. Understanding the need for organic, grass-roots leadership, Venoncia has been a champion of the CHW model and is working in collaboration with regional leaders to plan a conference for CHWs and stakeholders in 2015. Venoncia serves as an American Public Health Association (APHA) Governing Councillor representing the CHW section and co-chair of SCRA’s Community Health Interest Group.

2014-2015 SCRA Policy Committee Mini-Grant Awardees

Evaluation of an Innovative School District-Wide Assessment System
Written by Katrina Roundfield and Kaja LeWinn
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The No Child Left Behind (NCLB) Act was enacted in 2001 by the federal government to centralize educational standards in the United States (U.S.). NCLB has met numerous challenges in practice. Academic underperformance among disadvantaged youth has persisted, and in some cases, been exacerbated by NCLB. As a result, a national waiver system was offered to individual states to develop accountability systems that are better-suited to address educational challenges at the state level. In the state of California, the California Office to
Postdisaster Home Buyouts and Relocation: Integrating Context and Community Concerns into Disaster Mitigation Policy

Written by Sherri Brokopp Binder and Charlene Baker
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At present, policy and practice related to home buyout programs are outpacing research. The proposed project seeks to address this gap by linking community-based research to policy outcomes, and by integrating community experiences and concerns into the national debate on the efficacy and impacts of home buyout programs. Specifically, the SCRA Policy Grant will support the implementation of a second round of interviews (Time 2) that examine participants’ experience of the buyout or rebuilding process in the 18 months since the buyout was fully implemented. These interviews will focus on the experience of the buyout process and the early relocation and reintegration phase for households that relocate (and, for comparison, the early recovery phase for households that chose to rebuild in their original communities), and will include a specific focus on documenting experiences, perceptions, and recommendations that have implications for buyout and postdisaster relocation policy.

In building on an existing dataset from the 2013 study, this study represents a longitudinal exploration into the issue of with whom and in what contexts home buyout programs are successful. Using the State of New York’s post-Sandy Home Buyout Program as a case example, we will address the following four research questions.

- **RQ1**: What are the medium-term impacts of home buyout programs for residents who accept buyouts, and what factors facilitate or hinder the successful integration of relocated residents into their new communities?
- **RQ2**: How do households and communities that reject buyouts compare to those that relocate in terms of community resilience, social disruption, and perception of risk?
- **RQ3**: What household- and community-level factors contribute to heterogeneous responses to the buyout decision within neighborhoods?
- **RQ4**: How do communities that are impacted by home buyout programs perceive the value of those programs, and what recommendations do they have for how the programs could be improved?

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Gender-Responsivity in the Juvenile Justice System

Written by Valerie R. Anderson and William S. Davidson II
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In recent years female juvenile offenders comprise a growing proportion of juvenile court caseloads. Thus, there is a growing interest and investment in gender-responsive services among juvenile justice practitioners. Given the increased visibility of girls in the juvenile justice system it is important to examine how juvenile court personnel understand and respond to girls. The reauthorization of the Juvenile Justice and Delinquency Prevention Act in 1992 mandated states to include gender-responsive services to youth. The literature on gender-responsive services broadly focuses on overarching themes and guidelines related to best practices with female youth. While a conceptual and theoretical basis exists for gender-responsive services in the Juvenile Justice System it is important to examine how juvenile court personnel understand and respond to girls. Given the increased visibility of girls in the juvenile justice system it is important to examine how juvenile court personnel understand and respond to girls.
Macro and Micro-level Community Health Worker (CHW) Advocacy: Recommendations for Community Psychologists
Written by Venonia M. Baté-Ambrus
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The mission of the Policy Committee of the Society for Community Research and Action is to encourage two-way communication between community psychologists and policy makers; to encourage collaborative relations with other groups to work on policy activities; to assure that the experiential and empirical knowledge base of community psychology is used to make substantive contributions to contemporary policy debates at the state and federal levels; to create opportunities for training; and to encourage academicians and others who lack policy experiences to familiarize themselves with the policy process through both traditional (classroom) and field-based (internship/externship) training experiences (www.SCRA27.org). Community Health Work (CHW) and community psychology are kindred spirits with a shared cosmology (Baté-Ambrus, 2014). Therefore the American Public Health Association’s (APHA) new Community Health Worker policy and community psychology recommendations are presented as advocacy guidelines for community psychologists.

Pioneering community psychologist Robert Reiff and his co-author social psychologist Frank Riessman (1965) describe the indigenous nonprofessional (today’s CHW) as “a bridge between the middle class oriented professional and the client from the lower socioeconomic groups. Implicit in the bridge concept is the notion that people drawn from the lower socioeconomic strata may have special skills for establishing communication across class lines. This ability is rooted in their background. It is not based on things that they have been taught but what they are” (p. 7). For the duration of this article the term CHW or indigenous worker will be used instead of “indigenous nonprofessional” for purposes of modern convention and in solidarity with CHWs’ legitimate right to be considered professionals, for the situated-knowledge that is possessed, rather than be referred to as “nonprofessional” or “paraprofessional”. Otherwise Reiff & Riessman’s description is very similar to the APHA CHW definition below:

• The APHA defines a CHWs as a frontline public health worker who is a trusted member of and/or has an unusually close understanding of the community served. This trusting relationship enables the CHW to serve as a liaison/link/intermediary between health/social services and the community to facilitate access to services and improve the quality and cultural competence of service delivery.
• A CHW also builds individual and community capacity by increasing health knowledge and self-sufficiency through a range of activities such as outreach, community education, informal counseling, social support and advocacy (APHA, 2015).

There are many other CHW definitions currently in use including those of the World Health Organization (WHO), the Department of Labor (DOL), the Office of Minority Health (OMH) and the Patient Protection and Affordable Care Act (PPACA; Baté-Ambrus, 2015). This article utilizes the APHA definition and is informed by Reiff & Riessman’s indigenous worker description.

Community psychologists are well-positioned to advocate for CHWs at the local, regional, national and international levels because of the value and emphasis placed upon social and economic justice, health in all policies and inter-professional collaboration. The new APHA policy adopted on Nov. 18, 2014 at the Annual Meeting offers a historical context and guidelines for community psychologists, policymakers and other stakeholders by providing a “relationship to the existing APHA policy statements, problem statement, evidence-based strategies to address the problem, opposing arguments and action steps”. This article focuses on the action steps recommended by the APHA in Support of Community Health Worker Leadership in Determining Workforce Standards for Training and Credentialing. To view the entire APHA CHW policy statement please view the link http://www.apha.org/policies-and-advocacy/public-health-policy-statements/policy-database/2015/01/28/14/15/support-for-community-health-worker-leadership.

The APHA CHW policy does the following:
• Encourages local and state CHW professional associations to organize CHWs in developing a consensus about the desirability of training standards and credentialing, including decisions about the most appropriate organizational location for the administration of a credentialing program, if established.
• Calls on local and state CHW professional groups to consider creating policies regarding CHW training standards and credentialing, if appropriate for local conditions, in collaboration with CHW advocates and other stakeholders.
• Urges state governments and other entities considering creating policies regarding CHW training standards and credentialing to engage in collaborative CHW-led efforts with local CHWs and/or CHW professional groups. If CHWs and other entities partner in pursuing policy development on these topics, a working group composed of at least 50% self-identified CHWs should be established.
• Encourages state governments and any other entities drafting new policies regarding CHW training standards and credentialing to include in the policies the creation of a governing board in which at least half of the members are CHWs. This board should, to the extent possible, minimize barriers to participation and ensure a representation of CHWs that is diverse in terms of language preference, disability status, volunteer versus paid status, source
of training, and CHW roles (APHA, 2015).

In what ways can community psychologists serve as strong advocates for CHWs? Macro-level, global advocacy can be done by following the recommendations outlined in the APHA action steps above. Micro-level, institutional advocacy can be performed by fostering genuine inter-professional collaboration between CHWs and other members of organizational work teams and promoting proper training and supervision for CHWs. Specific guidelines suggested by Reiff & Riessman (as paraphrased by the author) are just as relevant today as they were in 1965 when the Indigenous Nonprofessional: A Strategy of Change was first published in the Community Mental Health Journal Monograph:

1. Agencies should make clear the “roles, tasks and competencies” of the indigenous worker/CHW to internal personnel and external partners to mitigate inter-professional mistrust, tension and skepticism, prior to hiring CHWs and “as their jobs develop”.

2. Agencies should provide “continuous on the job training” preferably using popular education pedagogy and encourage use of situated knowledge and personal style in service delivery and community outreach.

3. Agencies should provide support, acknowledgement and realistic expectations for CHWs so that they do not become overwhelmed or dejected by working in high stress, low resourced communities.

4. Agencies should provide meaningful, stimulating work for CHWs and take great care not to relegate them to menial tasks or tasks beyond their training, experience and scope of practice.

5. Agencies should provide adequate supervision for CHWs that is flexible, yet direct and most importantly conveys understanding of the unique nature of CHW work.

6. Agencies should recruit and select CHW candidates based on recommendations from trusted community partners such as “local agencies, neighborhood groups” and houses of worship. The hiring manager should be careful not to hire based on dominant societal perceptions but rather for community acumen and lived experience working with the target populations. Hiring a candidate with situated knowledge and passion for the community is more important than hiring to match task requirements as these can most likely be taught post-hire (pp. 20-27).

The aforementioned macro and micro-level advocacy will increase CHW empowerment and in so doing decrease CHW burnout and staff turnover.

CHWs are poised to make even more significant contributions to health and human services with the advent of the Patient Protection and Affordable Care Act. The policies that are developed, particularly at the state level will impact CHWs’ ability to improve the holistic health of communities. CHWs seek the same type of occupational objectives listed in the SCRA Policy Committee mission (paraphrased for CHW specificity):

- to have bidirectional communication with policymakers in order to shape the future of their occupation
- to coalesce with stakeholders to design and advance policies beneficial to CHW and the communities they serve
- to ensure that policies and programs are informed by both situated-knowledge and evidence-based practices
- to create training that soundly prepares CHWs for the workforce and provides opportunity for workplace advancement
- to facilitate the education of CHWs and their allies on the policy-making process thereby fostering CHW leadership at policy-making tables

Reiff & Riessman (1965) cautioned that only a grand scale “movement” to recruit, prepare and hire indigenous workers in novel ways can address issues of labor force shortages and diversification, deployment and necessity. “These problems continue to grow and threaten to the promising plans for the future” (p. 6). This advice was written fifty years ago and the effects of not heeding it can be seen in the tenuous state of the CHW workforce today. Perhaps the type of “movement” championed by Reiff & Riessman is emerging with the development policies advantageous to CHWs such as the new APHA CHW policy, the PPACA and state level legislation. Community psychologists can collaborate with CHWs to advocate for, create and implement beneficial CHW policies.

References


To join the SCRA Policy Committee please email Melissa Strompolis at
Regional Update
Spring 2015
Edited by Regina Langhout,
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Winter brings with it the beginning of the new year, and some changes in coordinators. Many thanks to Nashalys Rodriguez, Tesania Velázquez Castro, and Michelle Ronayne, who have finished their terms as a grad rep for the Southeast region, a Latin American international liaison, and a regional coordinator for the Northeast region, respectively. Thanks to all for your contributions and hard work! I also want to extend a warm welcome to Hector Barreota, a new Latin American international liaison, Chris Beasley, a new Northeast Regional Coordinator, and Jaimelee Mihalski and Dominique Thomas, new Southeast region grad reps. I look forward to working with you all!

Finally, please pay special attention to the summer school opportunity offered in Italy this July. It looks fabulous!

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News from the Northeast
Written by Suzanne Phillips

The 2015 Annual Meeting of the Eastern Psychological Association was in Philadelphia, March 5-7. We had great day of SCRA programming on Saturday, including keynote speaker Debra Harkins. In honor of the 20th anniversary of the publication of the “Journal for Prevention and Intervention in the Community,” edited by Joseph K. Ferrari, Taylor & Francis provided excellent refreshments during the SCRA poster session at EPA. Thank you, Joe, and thank you, T&F, for two stimulating decades of JPIC!

And while we’re thanking people—we are grateful for the leadership that Michelle Ronayne (Nova Psychiatric Services in MA) has provided to the Northeast Regional Coordinators over several years. She has officially rotated off the committee, but (in typical Michelle fashion) has offered to available to help out as needed. THANK YOU, Michelle!

Chris Beasley, presently of Washington College in Maryland, has joined the Northeast Regional Coordinators (welcome, Chris!). We continue to look for student-level coordinators to join our team. Coordinators serve three-year terms and provide regional leadership and guidance to the processes of membership development, activities, and communication. At the last Biennial, Suzanne asked student coordinators what they like about serving in this way. They cited the opportunity to do something important and the chance to shape programming; if this sort of leadership reminds you of any students you know, please contact Suzanne Phillips at sphillips@ccsnh.edu.

With EPA 2015 behind us, we are eagerly looking forward to the SCRA Biennial at UMass Lowell. As those of you traveling from outside the Northeast Region may know, New England is beautiful in June! We will see you in Lowell!!

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Building Our SE Community:
Year Two Updates
Written by Candalyn Rade and Natalie Kevill

Based on an innovative session at the 2013 SE ECO Conference in North Carolina, folks from around the SE Region have begun implementing a project aimed at building a strong community within and across the programs in our region. While it is easy to form relationships and collaborate with colleagues annually during an ECO conference, it becomes more difficult to continue developing the sense of community throughout the year. Much work and brainstorming occurred during our first year to build the necessary infrastructure to keep us connected and learning from each other.

During the 2014 SE ECO Conference in South Carolina, our initiative expanded from its pilot stage to include
all of our SE SCRA partner institutions and to develop some exciting new plans. A group of eager and committed students set out to find ways of capturing the “magic” that happens when we get together at events like ECO and ways to create this community on a regular basis. We realized that the members of our region — faculty, staff, and students — are outstanding community psychologists and have much to offer each other. To take the next step in fostering community, we plan to create a centralized online resource that documents all of the people, resources, and opportunities within the SE region. It is our hope that establishment of such a centralized resource will support the sharing of resources and open collaboration, contributing to the vision of our building community initiative of cultivating a SE SCRA “family.”

If you would like more information, or have ideas on how we can keep the momentum going, please contact Natalie Kivell at n.kivell@umiami.edu, or Candalyn Rade at cbrade@ncsu.edu.

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**News from the Bay Area**

*Written by Erin Ellison*

The BayAreaCommunityPsychology and Intervention Group’s (BACPN) is planning for a Spring Symposium in Santa Cruz, date TBD. The BACPN group consists of community psychologists, clinical psychologists, public health researchers, community workers, and colleagues from other fields with interests in community-based research and action. All students, faculty, practitioners, and community members with interests in community-based research and interventions are welcome in this group. We usually have two brief informal presentations, along with time to network, connect and informally check in about issues and ideas from our work. Our next meeting will be in Santa Cruz in the spring. If you are interested in becoming part of this network, please contact Erin Ellison (eellison@ucsc.edu) and Aran Watson (aran@rysecenter.org).

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**News from the Midwest**

*Written by Olya Glantsman*

**Record Number of Proposals Received!**

The annual MPA conference is just around the corner (April 30-May 2, 2015, at the Palmer House). This year, SCRA received a record number of proposals for consideration for presentations.

**Total number of presentations for the past five years:**

- **2011** – 36
- **2012** – 61
- **2013** – 46
- **2014** – 62
- **2015** – 75

**Upcoming Events:**

- The upcoming 2015 Annual Midwestern Psychological Association (MPA)-Division 27 (SCRA) Affiliated Meeting will be on **Friday May 1st**. The completed MPA program will be soon posted at the MPA web page (http://midwesternpsych.org) Also, on **Friday May 1st** at 5pm, after the MPA Presidential Address, come and join other members of Division 27 at a nearby restaurant for **dinner and Poster Awards Session**. All are welcome to attend! The restaurant is Exchequer http://exchequerpub.com/menu/, located at 226 S. Wabash Ave., Chicago, IL 60604; (312) 939-5633. Please RSVP, if possible, to August Hoffman (August.Hoffman@metrostate.edu)

- More Upcoming Events:

  - We are currently planning a community event for students and SCRA members in the Midwest region. We hope to participate in a community redevelopment (fruit tree planting) project in Red Lake, MN that will provide some healthy food options to a community that is currently impacted by poor health and substance-abuse issues (Chippewa and Red Lake Tribal Nation). This activity will provide students with an opportunity to interact and network in an outdoor project that benefits this community while also promoting the values and goals of SCRA and Community Psychology.
We are also in the process of organizing a dinner to be held in the Chicago area to promote community among community psychology faculty and students in the area. More details on these events will be shared soon.

Announcements and information for inclusion in future Midwest updates should be sent to Olya Glantsman (oglantsman@gmail.com)

In Other News:

Students from Metropolitan State University and Inver Hills Community College have been busy in organizing and participating in numerous community events. On Thursday, September 25, 2014 students harvested over 3000 apples donated by local fruit tree orchards (i.e., Sunrise Apple Orchard located in Wyoming, MN). The apples were washed, peeled and cored and transformed into over 100 apple pies that were then donated to local low-income community members. On Saturday, November 15, 2014 Metropolitan State University and Inver Hills Community College will sponsor a fruit tree planting ceremony in Detroit, Michigan in an effort to stimulate community development and focus on healthy and sustainable community activities. Students from both institutions will be working with Detroit, MI residents as well as students from local colleges and universities. The trees will be planted in a food non-profit center (Eating Gardens) that produces healthy foods for low-income residents in the community of Detroit. A second fruit tree planting project is currently being scheduled for Spring 2015 (tentative dates set for May 22-24, 2015) for the Red Lake, MN Tribal Nation. We are currently organizing a one acre tree planting project for the Red Lake, MN Tribal Nation to help focus on the importance of healthy foods. The project is also being sponsored through the Department of Natural Resources. We need your help! If you feel as though you would like to participate in any of these (or upcoming) events, please contact Dr. August Hoffman at Metropolitan State University (august.hoffman@metrostate.edu).

Upcoming Events:
The annual MPA conference is just around the corner (April 30-May 2, 2015). The SCRA meeting at the Midwestern Psychological Association will be held Friday, May 1, 2015 in Chicago. For more information about the MPA conference (e.g., lodging, fees, eligibility) please visit the MPA website at: http://midwesternpsych.org. Also, plan to join us for the annual dinner, which will include the poster award ceremony, following the Conference on Friday night (dinner location will be announced shortly via SCRA’s listserv).

Announcements and information for inclusion in future Midwest updates should be sent to Olya Glantsman (oglantsman@gmail.com)

Europe/Middle East/Africa:

Regional Coordinators:
Serdar Degirmencioglu, serdardegirmencioglu@gmail.com; Cumhuriyet University, Turkey
José Ornelas, jornelas@ispa.pt; Instituto Universitário, Lisboa, Portugal
Caterina Arcidiacono, caterina.arcidiacono@unina.it; Federico II University, Naples, Italy
Julia Halamova, julia.halamova@gmail.com; Comenius University, Bratislava, Slovakia

Student Regional Coordinator: Hana Shahin, hshahin@aucegypt.edu, The American University in Cairo, Egypt

News from Italy
Written by Caterina Arcidiacono

ANNOUNCING THE SIPCO ECPA SUMMER SCHOOL!!
(See www.sipco.it)
International Summer School in Community Research: Methods for community research, action and change, 1st Edition
The Italian Community Psychology Association (SIPCO), in collaboration with the European Community Psychology Association (ECPA), is organizing the first edition of the International Summer School in Community Research, focusing on the theme, “Methods for community research, action, and change.” The Summer School aims to provide students with a theoretical outline of Community Research Methods, as well as practical tools to conduct community research.

Goals
• Provide critical knowledge of and skills for community research and action;
• Provide training in designing, implementing and evaluating research projects, and in applying specific participatory research methods.

At the end of the Summer School students will reinforce their learning by planning and leading a field community research and action project.

Location and dates
The Summer School will take place in Florence, via di San Salvi 12, form July 13 – 17, 2015. Lessons will be held at the Department of Education and Psychology from 9 am to 1 pm and from 2 pm to 6 pm (on Friday, the class will end at 4 pm).

Faculty
Some of the most renowned experts and well known international scholars
in Community Research Methods will be involved in the Summer School, including Caterina Arcidiacono (European Community Psychology Association, past president) Carolyn Kagan (Metropolitan Manchester University, United Kingdom), Manuel García Ramírez (University of Sevilla, Spain), Terri Mannarini (University of Salento, Italy), Raffaello Martini (Martini Associati, Italy).

**Designated Lectures**

- “Psychological competencies in participatory action research” – Caterina Arcidiacono
- “Participatory Action Research: Challenges and practical solutions” – Carolyn Kagan
- “Advancing on research transformative methodology: The contribution of community psychology on designing and implementing equitable health policies” – Manuel García Ramírez
- “Participatory methods and techniques for community action-research” – Terri Mannarini & Raffaello Martini

**Preliminary program**

**Monday, July 13**

9-11 am: Welcome and Introduction, Patrizia Meringolo, President of SIPCO Keynote, “Psychological competencies in participatory action research,” Caterina Arcidiacono Past President of ECPA

11 am–1 pm: Participatory action research, Carolyn Kagan, Metropolitan Manchester University, United Kingdom

2-6 pm: Participatory action research, Carolyn Kagan, Metropolitan Manchester University, United Kingdom

**Tuesday, July 14**

9 am-1 pm: Participatory action research, Carolyn Kagan, Metropolitan Manchester University, United Kingdom

2-6 pm: Research as transformative methodology, Manuel García Ramírez, University of Sevilla, Spain

**Wednesday, July 15**

9 am-1 pm: Research as transformative methodology, Manuel García Ramírez, University of Sevilla, Spain

2-6 pm: Research as transformative methodology, Manuel García Ramírez, University of Sevilla, Spain

**Thursday, July 16**

9 am-1 pm: Participatory methods and techniques for community action research, Terri Mannarini, University of Salento, Italy & Raffaello Martini, Martini Associati, Italy

2-6 pm: Participatory methods and techniques for community action research, Terri Mannarini, University of Salento, Italy & Raffaello Martini, Martini Associati, Italy

**Friday, July 17**

9 am-1 pm: Participatory methods and techniques for community action-research, Terri Mannarini, University of Salento, Italy & Raffaello Martini, Martini Associati, Italy

2-4 pm: Closing session: Patrizia Meringolo, President of the Italian Community Psychology Association, University of Florence, Italy

**Requirements and language**

The Summer School in Methods for Community Research, Action, and Change is addressed to psychology Ph.D. students, young researchers and young professionals with research experience in psychology.

A maximum of 30 participants will be admitted in the Summer School, which will start if a minimum of 20 participants will enroll. Sessions will be held in English.

**Eligibility**

Participants will be considered by their CV, qualifications, and by their personal statement. In addition, good knowledge of the English language is required (B2 level), as well as a previous knowledge or experience of community research.

**Fee**

- Standard fee: 430 €
- SIPCO and ECPA members’ fee: 330 €

Fees are due by May 31, 2015.

Course fees include the following: tuition, all course materials including reading materials, some social activities (social dinner), access to the structures of the Department of Education and Psychology, as well as to online services and resources (wireless). Affordable accommodations are available near the Department of Education and Psychology. For fees and accommodations please contact labcom.toscana@gmail.com.

**How to apply**

Candidates are required to submit the application form, together with a personal statement and their curriculum vitae. All applications will be examined by a selection committee. Deadline for applications is April 30th, 2015.

More information on the application procedure and payment is available on SIPCO web page (http://www.sipco.it/formazione.php). You can also follow the ECPA-European Community Psychology Association Facebook page. Persons interested in participating in the Summer School should fill out the application form and submit the following to info@sipco.it:

- curriculum vitae;
- personal statement that provides additional evidence of your intellectual and creative achievement;
- copy of a ID.

**Self Help and Mutual Support**

*Edited by Greg Townley (gtownley@pdx.edu) and Alicia Lucksted (Aluckste@psych.umaryland.edu)*

For this issue’s Self-Help and Mutual Support column, Ruth Hollman, Executive Director of SHARE! in Los Angeles, provides suggestions for best practices for the structure and practice of self-help support groups. SHARE! is a nonprofit organization founded in 1992 that hosts more than 150 self-help support
Best Practices for the Structure of Self-Help Support Group
Written by Ruth L. Hollman
(ruth@shareselfhelp.org)

SHARE! strongly suggests that the format of the meeting be a written document that different members read at each meeting. Meetings with shared leadership retain more members, last longer and help more people. If you are starting a new meeting, it makes sense to see if there is already a format for the issue you wish to address. The American Self-Help Clearinghouse is a place to find out about what already exists (http://www.mentalhelp.net/selfhelp/). If you cannot find what you are looking for, then here is what SHARE! recommends as best practices for the structure of self-help support groups. Choose what works best for your meeting. As they say in the groups “Take what you like, and leave the rest!”

Welcome
Welcome everyone and let everyone know what meeting they are attending and what time the meeting ends. These are the two biggest concerns of newcomers: (1) Am I in the right place? and (2) How long is this meeting? Answering these up front will allow newcomers to relax and listen.

Why are we here?
Describe in terms that each participant understands and relates to, whatever it is that brings them together. This section can make or break a meeting. It is the ice breaker, which make it OK to talk about the meeting’s focus at a trusting, deep and feeling level as soon as the sharing begins. Make lists or narratives of feelings, characteristics and situations, which the group members can particularly relate to. This section should deeply affect everyone in the meeting. This section is often read by someone other than that day’s group leader.

What can we do about it?
Here we give members tools and hope for a better life. Some meetings list tools, such as attending meetings, calling people in the meeting, writing feelings, etc. Others talk about goals the group members share, and how reaching those goals will make their lives happier. Research has shown that meetings that give people hope attract and retain members better. The idea of this section is to provide hope. This section is often read by someone other than that day’s group leader.

Education
Some groups (a) read from a book, (b) do an exercise from a workbook or one brought in by a member, (c) have a guest speaker or (d) some other form of education. This can be very helpful, but it can also take away from the community-building aspect of the self-help group, which is the health-enhancing aspect of the group. It is important that this part of the meeting not inhibit people from sharing their feelings later on. It is easy for people to think that “education” is more important than me or my feelings and not leave time for the “intimacy” which make groups prolong lives, etc. We suggest that if meetings want to have an education section that they set 10 to 20 minutes aside for it, and then make sure that any “expert” or “authority” that was brought in, loses that role for the rest of the meeting. We strongly suggest that the same member or members of the group not do the educational portion at each meeting, as this skews the egalitarianism of the group and takes away from the personal responsibility of each member.

In cases where the expert is someone who could not be a member of the group, it may be appropriate to ask them to leave after their presentation. Research has shown that many members drop out after six months of groups that focus on speakers or education.

Sharing
This is the most important part of the self-help meeting: listening to others who feel the same way and speaking to others who know how you feel. This is where the community building takes place. Ideally each person should be given three to ten minutes of time to speak uninterrupted about their feelings, experiences, hopes and fears. No one should ask questions or make any comments during someone else’s share. Each person sharing should concentrate on their own feelings and experiences, avoiding talking about others in the group. Confidentiality of the speakers must be guaranteed. Speakers are encouraged to speak in the First Person (I, me, mine) and avoid speaking in the Second Person (you, your, yours). This section is where members learn that they are not alone. Expression of feelings is greatly encouraged. It may help to have Kleenex available.

Feedback
Most self-help groups do not have a formal part of the meeting for feedback. Feedback can undermine the feeling of being completely heard and understood, which is a large part of the healing that takes place in a support group. After the meeting people stand around and talk informally. People who want feedback can ask during their share for feedback after the meeting.

In a very small meeting (less that 5 people) feedback can be used to enrich the learning experience of those in attendance. But again, we caution that unregulated feedback can cause great harm to the group and to individuals in the group, so we do not recommend it, except in limited circumstance. Feedback which is structured to include only someone’s own experience in a similar situation, can make a small group have the benefits of a larger one. Under no circumstances should feedback be judgmental or in the form of advice. Sticking to “I” statements only, with no “you” statements, is one way of achieving this. Some meetings have had success with statements of encouragement only, e.g. “You really handled that well,” “You have made a lot of progress,” “I can understand how you felt.”

Collecting money
Everyone should be given the opportunity to contribute to the well-being of the group. Support groups have expenses such as rent, literature, flyers, refreshments, etc. When members pay their way there is a certain ownership
of the group that follows as well as an entitlement and self-esteem. Many groups pass a basket for donations. Some have a set fee such as $3 or $5 per meeting. Most groups do not keep track of who has paid what, etc. so that even those without funds can attend without shame. Spending money on one’s own well-being is a sign of self-esteem.

Announcements

During this time the group’s business is transacted and newcomers are informed of literature, phone list, and any other resources available. If someone needs a ride, this is the time to ask for it. Many meetings prefer to leave major business, such as rewriting the format, decisions about money, problems in the group until after the meeting. They announce during the meeting that there will be a business meeting or in 12-Step language a “group conscience” at the end of the next meeting. Then those who are interested can plan for it and be there and those who don’t care don’t have to be. While this may seem like the most accommodating way, it may hinder the learning of personal responsibility and the skill of working through problems. We recommend that group decisions be made during the announcement part of the meeting.

Some meetings set aside ten minutes each meeting to discuss “business.” This may be too much time for most meetings. It is OK to try different ways of doing things and then figure out what works best. We recommend that compromises be sought to problems. Ideally each decision should be a consensus, not majority rules. When the meeting is divided, we suggest trying the new way for three meetings. Often before the third meetings happens, the problem is solved and everyone sees a consensus.

Ending

The ending usually includes reminders about the confidentiality of the group; that what is said in the meeting is not for gossip or outside disclosure. It gives a word of hope to those who haven’t been in the meeting long and suggests that people try the meeting six times before they decide if it is helping them. It reminds people to let others who can benefit from the meeting, know about the meeting.

Finally the group does something together such as standing in a circle and reciting a statement of unity or clapping to celebrate themselves. It is very important that everyone in the meeting feel welcome to participate in the ending. Many 12-Step programs traditionally used the Lord’s Prayer as their ending. This resulted in many non-Christians and minority Christians (who use a different version of the prayer) feeling left out. A few years ago, Alcoholics Anonymous World Service began suggesting to their meetings that they choose a different ending because of the people who felt excluded. The purpose of the self-help group is to bring love and acceptance to everyone who participated. If you do decide to use a statement, we suggest something like:

Unity*
I put my hand in yours
And together we can do
What we could never do alone.
No longer is there a sense of hopelessness.
No longer must we each depend
Upon our own unsteady willpower.
We are together now
Reaching out our hands for strength
Greater than our own.
And as we join hands
We find love and understanding
Beyond our wildest dreams.

Fellowship

After the meeting, people will often join together socially for conversation and camaraderie to “fellowship.” Fellowship gives people from the meeting a more casual atmosphere to establish closer friendships. People can get feedback on issues that came up in the meeting, and newcomers have a chance to ask whatever questions they may have about the recovery process. Fellowship gives everyone the essential social relationships and friendships they can use to build a sturdy foundation in their recovery. People get a chance to use and practice the tools learned in the meeting in social situations. Perhaps most importantly, it gives everyone a fun, intimate outlet where they can be themselves with peers.

* Adapted from “I Put My Hand in Yours” by Roxann, copyright Overeaters Anonymous 1969, 1983. Used with permission.
primary and preventive care, by improving the supply and distribution of healthcare professionals through community/academic educational partnerships. The emphasis is on underserved communities across the nation (http://www.nationalahec.org/AHECDirectory.taf), which often translates to rural communities.

Brief Article:
Rural IG Column Seeking Diversity!

Rurality inherently is an issue of diversity. Many rural practitioners and academics consider the promotion of rural issues to be a diversity initiative. Within the issue of rurality, there is further diversity in terms of the issues themselves, as well as whose voice is represented. As chair and editor for the Rural column in TCP, I rely on my contacts (Rural IG listserv, people I meet at conferences or in the community doing rural work) to generate submissions for brief articles. As can be seen in the table below, the range of authorship and geographic representation of the articles in this column since 2013 is somewhat limited. Of the nine articles from the past two years during which I have been chair, one brief article included community members as co-authors while the rest were authored by academic affiliated students, faculty, and staff. Of the nine, six articles were authored or co-authored by students. In both 2013 and 2014 three of the four articles were from Hawai`i, authored by my colleagues, students, and me. It would be great to learn more about other geographic regions of the United States as well as other countries, especially from the perspective of our colleagues beyond academia.

Table: TCP Rural Interest Group column, 2013-2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Issue</th>
<th>Volume</th>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>Winter</td>
<td>48.1</td>
<td>Birchbark canoe building and decolonizing health.</td>
<td>Tim Frandy*</td>
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<td>2014</td>
<td>Fall</td>
<td>47.4</td>
<td>Food sovereignty.</td>
<td>Teresa D. Padgett*</td>
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<td>2014</td>
<td>Summer</td>
<td>47.3</td>
<td>Enhancing access to health resources through professional development.</td>
<td>Susana Helm*,</td>
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<td>2014</td>
<td>Spring</td>
<td>47.2</td>
<td>Rural mental health – a focus on rural veterans and service members.</td>
<td>Erika Jag*, Susana Helm*</td>
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<td>2014</td>
<td>Winter</td>
<td>47.1</td>
<td>Human trafficking in Hawai`i. Special challenges in rural areas.</td>
<td>Kristen Gleason*</td>
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<tr>
<td>2013</td>
<td>Fall</td>
<td>46.4</td>
<td>Influence of rurality.</td>
<td>Kayne McCarthy*</td>
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<td>2013</td>
<td>Summer</td>
<td>46.3</td>
<td>Puni Ke Ola-Life flourishes in a drug-free community.</td>
<td>Susana Helm*, Wayne Lee*,</td>
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<td>Vanda Hanakahii*,</td>
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<td>Krissy Gleason*,</td>
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<td>Kayne McCarthy*, Kyung Moo Kim*</td>
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<td>Jared Chair*, Davis Rehuher*</td>
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<td>Haumana*</td>
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<tr>
<td>2013</td>
<td>Spring</td>
<td>46.2</td>
<td>Ethics in community engaged scholarship. How to protect small rural communities?</td>
<td>Susana Helm*</td>
</tr>
<tr>
<td>2013</td>
<td>Winter</td>
<td>46.1</td>
<td>Teaching community psychology in a Rural Studies Program at the undergraduate level.</td>
<td>Etta Lee*</td>
</tr>
</tbody>
</table>

* Community contributions: N=1, 11%
# Student contributions: N=6, 67% (5 graduate student, 1 undergrad, 10 middle/high school)
@ Faculty/Staff contributions: N=6, 67%
Hawai`i contributions: N=6, 67%

Improving Health for LGBT Individuals Living with HIV: Some Opportunities for Community Psychology
Written by
Kaston D. Anderson-Carpenter
(kacarpenter@ucla.edu),
University of Kansas Medical Center

Although much progress has been made to reduce HIV infection over the past 30 years, it still affects millions of individuals worldwide. In the United States alone, some estimates indicate that more than one million individuals are infected with HIV, and nearly 20% are not aware that they are infected (Centers for Disease Control and Prevention [CDC], 2011). Moreover, recent data indicate that as many as 50,000 new cases of HIV infection occur in the United States each year, with slightly more than 48,000 new cases occurring in 2009 (CDC, 2011). The LGBT population is especially affected by HIV. More than one-quarter

Student Issues
Edited by Meagan Sweeney and Chuck Sepers
(Studentreps@SCRA27.org)

Spring Update
Congratulations to the winners of the 2014 Graduate Student Research Grants. In 2014 there were two dissertation level and two master thesis level awards. The dissertation grant winners were:

First Place) Erin Ellison from the University of California, Santa Cruz, Department of Psychology, for her project, Collaborative competence as embedded social practice among community organizers: The interpersonal reproduction of, and resistance to, systems of oppression, and Second Place) Jennifer Marceron from The George Washington University, Department of Psychology, for her project, Disability and Disasters: The Role of Self-Efficacy in Emergency Preparedness and Health Outcomes.

The winners for the master’s level grant were: Jennifer Lawlor from the University of Michigan, Department of Community Psychology, for her project, Stakeholder engagement in systems change; and Second Place) Alexa Queen from University of Massachusetts, Department of Community Psychology, for her project, Subtle Biases toward Asian American Women. The first place grants were $1,000 each and $500 was the second place award. Please see http://www.scra27.org/who-we-are/students/scra-student-research-awards/ for more information.
Society for Community Research & Action
Membership Application

Membership Contact Information:
First Name: ________________________  Last Name: ________________________
Address line 1: ________________________
Address line 2: ________________________
Address line 3: ________________________
City, State, Postal Code: ________________________  Country: ________________________
Telephone: ________________________  Email: ________________________
Academic or Institutional Affiliation: ________________________

Primary Job Title: ________________________
Secondary Job Title: ________________________

*** Please complete the following information ***

APA Membership Status: _____ Not an APA member

 _____ Fellow  _____ Member  _____ Associate  _____ Student  _____ Lifetime Member

APA Member Number (if known): ________________________

Please indicate any Interest Groups or Committees you would like to join:

 _____ Aging  _____ Organization Studies
 _____ Children & Youth  _____ Prevention & Promotion
 _____ Community Action  _____ Rural
 _____ Community Health  _____ School Intervention
 _____ Cultural & Racial Affairs Committee  _____ Self-Help & Mutual Support
 _____ Disabilities  _____ Social Policy Committee
 _____ Interdisciplinary Committee  _____ Environmental Justice
 _____ International Committee  _____ Women’s Committee
 _____ Lesbian/Gay/Bisexual/Transgender Concerns  _____ Indigenous
 _____ Council of Education Programs  _____ Council for Community Psychology Practice

May we include your name and contact information in the SCRA Directory?  _____ Yes  _____ No

The following questions are OPTIONAL; however, this information helps us better serve our members.

Sex:  _____ Female  _____ Male

Race/Ethnicity (check all that apply)

 _____ Native American, Alaskan Native or Native Hawaiian
 _____ Asian or Pacific Islander
 _____ Black/African American
 _____ Hispanic/Latino
 _____ White/Caucasian
 _____ Other: ________________________

Do you wish us to indicate in the database that you identify with a sexual minority group (e.g., lesbian/gay/bisexual/transgender)?  _____ Yes  _____ No

Do you wish us to indicate in the database that you are a person with a disability?  _____ Yes  _____ No

What year did you graduate?  ________
Membership dues enclosed (please write in amount):

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<th>Membership Type</th>
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<td>Student Member</td>
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<td>International Member</td>
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<tr>
<td>Senior Member—must be 65 or over, retired, and a member of SCRA/Div 27 for 20 years</td>
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Are you retired?  __ Yes  __ No
What year were you born?  ____________
What year did you join SCRA?  ____________

Please consider supporting the following SCRA Initiatives by contributing to the following funds

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<thead>
<tr>
<th>Initiative</th>
<th>Amount</th>
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<tr>
<td>SCRA Student Initiatives Fund: Your contribution will help support student initiatives, e.g., conference travel awards, poster presentation awards, and the mentoring initiative.</td>
<td>$5.00  $10.00 $15.00</td>
</tr>
<tr>
<td>SCRA International Travel Grants Fund: Your contribution will help bring international members to the Biennial Conferences.</td>
<td>$5.00  $10.00 $15.00</td>
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Please Consider Giving

TOTAL  

$ ________  ________

Payment by:

☐ Enclosed check (made out in United States dollars, paid to the order of SCRA)
☐ Charge to my credit card:  ____ Visa  ____ MasterCard

Name on Card: __________________________
Billing Address: __________________________
City: __________________________ State: ______ Zip: ___________
Security Code: ___________

Authorized Signature: __________________________
Expiration Date: _________ / _________

month / year

Please send form and credit card payment information or check to:
SCRA (Div 27), 4440 PGA Blvd #600, Palm Beach Gardens, FL 33410.

Name on Card
Annual membership is based on a calendar year, January 1st through December 31st. One year’s dues are payable in full with application.
Those joining in November or December will be extended through December 31 of the following year.

Thank you for your support of the  
Society for Community Research & Action
of LGBT youth and young adults have HIV, and more than 60% are unaware that they carry the virus (CDC, 2014). Although there are not uniform methods of collecting data on the prevalence of HIV among transgender men and women, some research suggests that as many as 27% of transwomen tested positive for HIV (Herbst et al., 2008). In addition to suppressed immune systems and challenges in accessing treatment services, many LGBT individuals also experience family and peer rejection, discrimination, and stigmatization. For some, the experiences may include being kicked out of their homes and a loss of financial, emotional, and other social support.

**Multisectoral Engagement in LGBT Health**

Most of the research on HIV and LGBT health concentrates on the individual level. This is not surprising, given that over the past 30 years, much effort has been directed toward understanding the mechanisms of HIV and individual-level risk behavior that contribute to HIV infection. In addition, many of the current policies in LGBT health are aimed at addressing individual-level behavior, such as increasing condom use and reducing substance use while engaging in sexual encounters. However, many opportunities exist in the LGBT health and HIV literatures for community psychology to contribute to understanding how higher-level ecological structures can support behavior change and long-term improved health outcomes. For example, community psychology provides an understanding of interlocking ecological levels contribute to individual behavior. Furthermore, understanding the multiple ecological systems would allow for more comprehensive interventions using multisectoral engagement to address HIV risk among LGBT individuals.

Multisectoral collaboration and engagement is a core principle of community psychology, and it has been consistently shown to improve outcomes across a variety of areas. With respect to LGBT health, using multiple sectors as agents of change can provide an infrastructure to empower individuals living with or at risk of getting HIV. Additionally, multisectoral collaboration can enhance efforts to support sustainability of community-based interventions. For instance, faith-based and civic organizations can provide social support programs and referrals to services, health care agencies can provide extended sites and hours for HIV testing and counseling, and the media sector can support the dissemination of culturally appropriate information about existing services and supports for LGBT individuals living with HIV.

**Opportunities for Community Psychology**

Community psychology is well suited for assuring the conditions that improve LGBT health and well-being. Its history of using empirically sound research to advance social justice, empowerment, and multisectoral collaboration has been well documented in the literature. Although the knowledge base in HIV among LGBT individuals focuses a great deal on individual-level interventions, community psychology has a great deal to contribute to our understanding of how broader conditions can be modified to improve individual behavior and well-being. Of community psychology’s many contributions, two areas for continued research and practice are: (1) the use of participatory approaches and (2) interventions that target social support.

As community-based interventions are developed and tested, LGBT individuals living with HIV should be fully engaged in all aspects of the intervention process. The development and implementation of evidence-based interventions targeting HIV are often influenced researchers and policy makers who have studied HIV among LGBT individuals from a scientific perspective. However, the researchers and policy makers may not have any personal experience with living with HIV. By including members from the community, initiatives have a greater likelihood of being culturally sensitive and institutionalized for sustainability.

As research advances our understanding and prevention of HIV-related health outcomes, the role of social support systems could prove to be an important factor in improving LGBT health and well-being. Because social support can improve individual empowerment and is associated with better psychosocial health outcomes (Golub, Walker, Longmire-Avital, Bimbi, & Parsons, 2010; Ryan, Russell, Huebner, Diaz, & Sanchez, 2010), it is important for community sectors to provide these support services for LGBT individuals living with HIV. In addition, community sectors can provide culturally appropriate interventions that integrate social support to improve self-esteem and overall quality of life in LGBT individuals living with HIV.

**References**


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