In this, my third column, I would like to report on highlights of the work the SCRA Executive Committee (EC) has done since the start of 2010. The SCRA Executive Committee (EC) held its annual midwinter meeting in Chicago, February 25 & 26, 2010. It was a productive and energizing couple of days. I am very happy to report that the EC has made good progress on the SCRA Public Policy Initiative. First, we decided we want SCRA to begin to adopt public policy positions on issues of central concern to our membership. To facilitate our doing so, I have appointed the Public Policy Initiative Task Force. The task force includes members of the EC and the SCRA Public Policy Committee. It is charged with developing SCRA’s capacity to take policy positions and engage in public policy work. The Task Force and EC have begun to identify criteria that it will use in making decisions about what policy issues to take on. We want to identify issues about which there is broad consensus among our members and on which SCRA and community psychology has a valuable, perhaps unique, contribution to make. We want to be highly strategic and invest only in issues where our engagement has high potential to make a significant impact. Toward this end the issue should be timely, connect to our scholarship, and allow for us to combine forces with allied organizations. We will seek issues that can exploit the strengths of our members and organizations, ideally generating opportunities for engagement of our members and interest groups and/or committees. The Task Force has begun to work to identify issues for consideration by the EC. The EC remains committed to supporting the good work of the SCRA Public Policy Committee. We are especially eager to see our web-based resources developed to support collaborative policy work of SCRA members. We are envisioning a three-tier web structure that might allow in one publicly visible tier for the presentation of material related to official SCRA policy positions, a second public tier that might present vetted policy briefs prepared by members of the SCRA that are not officially adopted by SCRA but that reflect the unique contributions of community psychology to policy issues, and a third tier, open only to SCRA members for sharing collaborative work in progress. I am also happy to announce that the Public Policy Initiative Task Force is developing a proposal for a small grants program to support policy-related work of the SCRA membership. The program will start as a pilot and be very small, but it illustrates again our commitment to promote policy work in SCRA. Finally, I want to note briefly, but with considerable pride, the leadership role SCRA played in helping APA divisions and the Council of Representatives to express concerns and take stands on APA’s decision to use the Manchester Grand Hyatt for its 2010 Convention. Concerns over the direct involvement of the hotel’s namesake owner in supporting Proposition 8, which abolished same-sex marriage in California, as well as concerns over unfair labor practices at the hotel, led SCRA and many other divisions to hold none of their 2010 convention activities in the Hyatt. SCRA worked closely with SPSSI to organize opposition to APA’s decision.

Also at the midwinter meeting, the EC voted to create a new position on the SCRA Executive Committee dedicated to representing issues and concerns related to the practice of community psychology. To meet this end, it was decided that a member of the SCRA Practice Group should serve as an ex-officio member of the executive committee. The creation of this position will require modification of the Society By-Laws and thus the matter will be put to a vote of the SCRA membership in the near future. I am very happy to report that the executive committee arrived at this decision unanimously, following careful, wide-ranging and lengthy discussion (over a period of nearly a year). As anyone who reads The Community Psychologist with any regularity will surely recognize that issues and concerns related to the practice of community psychology have come into much sharper relief in recent years, due in large part to the outstanding work of the SCRA Practice Group. As past president Maurice Elias is fond of saying, the incorporation of the Council of Education Programs onto the EC reflected SCRA’s interest in attending to how people enter our field, while incorporation of practice interests onto the EC reflects our interest in attending to how people leave our training programs. Today, over half of all graduates of community psychology training...
programs take jobs outside academic settings. The creation of this EC position will serve not only to ensure that division leadership devotes deliberate and ongoing attention to the needs of these members, but also to community psychology practice more generally. As SCRA and community psychology move forward, it remains critical that we continue to work to engage the perennial challenge in our field to integrate research and practice. Such integration has been a fundamental goal of community psychologists since the inception of our field, and, I would argue, our commitment to this goal has paid substantial dividends over the years. As I write this column I am returning from the 23rd Annual Children’s Mental Health Research and Policy Conference, where I was reminded that in the field of Children’s Mental Health, folks estimate that the research to practice gap is about 17 years. I am not sure how this estimate was derived, but it calls sharp attention to the difficulties inherent in bringing practice into line with what we know from research. No one dares estimate the practice to research gap, but it is likely that it is similarly large. It is notable, and gratifying to a community psychologist, that many of the most pressing issues facing the Children’s Mental Health field today—how to engage youth and families, how to build, nurture and sustain community coalitions, how to think about and work at multiple levels of analysis to promote systems change, how to build on community strengths and apply a public health model to their work—are all issues on which community psychology can rightly claim to have provided leadership over the past several decades. Leadership grounded both in integrated community psychology research and action. As our field continues to mature, and as more and more graduates of community psychology training programs pursue their work in non-academic settings, there will be growing pressures on community psychology to go the way of clinical psychology—growing pressures for research and practice to grow apart in the work of individual community psychologists and in the organization of SCRA. The health and vitality of our field depend on how successfully we anticipate and resist such pressures. Creation of an EC position devoted to practice is hardly a solution to these challenges. Rather, we hope that with continued commitment to the goal of research and practice integration, it will provide a vehicle for us to engage the changing dynamics of this perennial tension in our field.

I am very excited to announce that Nicole Allen, University of Illinois at Urbana-Champaign, and Brad Olson, National Louis University, have been appointed the inaugural editors of SCRA’s new publication series. Although there are many hurdles to clear before the first book or monograph will be published, we are very hopeful that this series will come to fruition under the guidance of Nicole and Brad. Many thanks go to Roger Mitchell and the other members of the Publications and Electronic Communications committee for soliciting and vetting proposals for the creation of this series.

By now, many of you are no doubt aware that SCRA has contracted with a new management company—AMC Source. We expect that AMC will help us to achieve the highest level of member services that SCRA has ever had. Among other matters, AMC will manage online membership for new and renewing members, coordinate with APA around membership issues, facilitate SCRA member services with Springer Publishers, provide support to our Interest Group chairs regarding member requests to join interest groups and obtain information about them, assist in the monitoring and updating of website content, assisting with the biennial conference, and assisting with the e-newsletter. Apologies to those of you who experienced difficulties joining SCRA or renewing membership during the past year during our transition to AMC.

In this issue you will be introduced to the outstanding slate of candidates who will stand for election to SCRA offices this year. As a group, the candidates reflect the diversity, strength and talents of SCRA. We are quite fortunate to have such a deep pool of committed talent. I urge you all to take a few minutes to familiarize yourself with the candidates and to cast your vote in the upcoming elections.

Speaking of SCRA talent, I am delighted to announce that Marc Zimmerman has won the award for Distinguished Contributions to Theory and Research, while Andrea Solarz has won the award for Distinguished Contributions to Practice in Community Psychology. Zimmerman and Solarz won among stiff competition. Please join me in congratulating them for their outstanding accomplishments!

In closing, I take this opportunity to express my profound sense of gratitude and good fortune to count myself among those who the late Seymour Sarason brought into community psychology. Through his life and work, our much beloved friend, mentor and intellectual beacon has left us all much stronger, wiser and better prepared to deal with the challenges we have devoted ourselves to addressing. We are, of course, forever in his debt. 

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36 Ninth International Conference on Occupational Stress and Health
I attended my first SCRA midwinter meeting in Chicago this past February. In addition to seeing snow for only the second time in my life, it was my first time formally meeting with the leadership of our organization. Many e-mail exchanges and some conference calls had linked us in the past, but it was wonderful to finally speak face to face. As expected, everyone was highly motivated, collaborative, and had a great sense of humor.

As community psychologists, we are keenly aware of the benefits of working together as a group, and the importance of what some would argue is the basic human need for interaction. Given the many technological advances, communication can occur through such varied means. But, we need to take into consideration whether or not everyone has access to those advances (e.g., something as basic as owning a computer, having Internet access). This is the dilemma we face as we discuss whether the TCP, which is SCRA’s newsletter and record of events, should only be provided in an electronic format on our Web site. It appears that over half of the respondents to our recent TCP Reader Survey have this preference. However, this may not be a representative sample, since less than 10 percent of our approximately 1,000 members responded. David and I will be providing a summary of the results in the Summer 2010 issue of the TCP. During our tenure as the editors for the TCP, we hope to assist the SCRA executive committee with deciding what would work best for our members—taking into consideration accessibility, efficiency, and cost. We would like to thank those who responded to the survey and provided us with the helpful feedback.

On a separate note, we would like to encourage the interest groups to propose special sections for upcoming editions of the TCP. The Practice Group has been very active in this regard and has done an excellent job of linking their articles on the Values Proposition throughout several issues. Please contact me or David if you have any suggestions or ideas.

With the arrival of Spring 2010, I would like to share a final image of Winter 2010. Here are Evan and Emma at Soldier Field while their mom was in a very productive ten-hour meeting. It’s moments like these that potential frostbite beat out getting a sunburn. Also, missing out on the tsunami scare was great, too. Happy Reading and Happy Spring! 🌼
### EXECUTIVE COMMITTEE 2009–2010

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Maria Felix-Ortiz, University of the Incarnate Word  

**U.S.—SOUTHEAST**  
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**U.S.—SOUTH**  
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Maria Chun, University of Hawai’i at Manoa  
Joan Twohey-Jacobis, University of LaVerne  
Dyana Valentine, info@dyanavalentine.com  

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Katze Thomas, Curtin University of Technology  
Dr. Diane Costello, Curtin University of Technology  
Dr. Kamal Kishore, Fiji School of Medicine  

**CANADA**  
Liesette Brunson, University of Quebec at Montreal  

**EUROPE/MIDDLE EAST/AFRICA**  
VACANT  

**LATIN AMERICA**  
VACANT  

### Interest Groups

#### AGING

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

#### CHILDREN, YOUTH & FAMILIES

The Children, Youth, and 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. 
Chair: Richard N. Roberts, (435) 797-3346  

#### COMMUNITY ACTION

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

#### COMMUNITY HEALTH

The Community Health interest group focuses on health promotion, disease prevention, and health care service delivery issues as they relate to the community. 
Co-chairs: David Lounsbury, (415) 338-1440, dlounsbu@aoecm.yu.edu  
Shannon Gwin Mitchell, (202) 719-7812, sgwinmitchell@gmail.com  

#### DISABILITIES

The Disabilities interest group promotes understanding of the depth and diversity of disabilities issues in the community that are ready for research and action, and influences community psychologists’ involvement in policy and practices that enhance self-determination, personal choice, and full inclusion in the community for people with disabilities.  
Chair: Tina Taylor-Ritzler, (312) 413-4149, tritzler@uic.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 and intervening in these urgent changes to our ecology.  
Chair: Courte Voorhees, (505) 306-7323  

#### 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 more effectively to conduct strengths-based praxis towards raising public awareness of the plight of Indigenous people and addressing the social justice issues they face in oppressive dominant societies.  
Chair: Louis Brown, lb12@psu.edu  

#### 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.  
Chair: Richard Jenkins, jenkinsri@nida.nih.gov; Maria Valente, valent60@msu.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, models, methods, and theories into community psychology.  
Chair: Neil Boyd, (717) 532-3870, Boyd@lycoming.edu  

#### PREVENTION & PROMOTION

The Prevention and Promotion interest group seeks to enhance development of prevention and promotion research, foster active dialogue about critical theoretical and methodological action and implementation issues, and promote rapid dissemination and discussion of new developments and findings in the field.  
Chair: Monica Adams, madams8@depaul.edu  

#### RURAL

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

#### SCHOOL INTERVENTION

The School Intervention interest group addresses theories, methods, knowledge base, and setting factors pertaining to prevention and health promotion in school.  
Co-chairs: Paul Flaspohler, flaspapd@muohio.edu; Melissa Maras, marasme@missouri.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: Louis Brown, lb12@psu.edu
For the Community Psychology Practice Group

What is a Community Psychologist? Why Should I Hire One?

Edited & Written by
Al Ratcliffe & Bill Neigher

Outside of academia, many employers have not heard of Community Psychology. Those that have tend to confuse us with clinicians. We have not marketed our profession very well to potential employers and consultees. As a result, we are relatively unknown to many of those that might gain value from using our skills.

To begin remedying that situation, the SCRA Practice Group has developed a “value proposition” entitled Introducing Community Psychology. A copy of the current version follows, and you can download copies from the SCRA Practice Connection web page. We encourage you to distribute it to potential employers and consultees, and also to our graduate training programs and students. Please keep track of their reactions and questions, and give us feedback from time to time. We intend that this document will evolve and improve as all of us gain experience in marketing our skills.

As the next step in this marketing effort, Bill Neigher plans to conduct a market survey, to determine which of our skills are most valuable to potential employers now, and which they expect to be most valuable in five years. We will distribute those results to the SCRA membership after completing that step.

Please contact us with questions and feedback. Thanks!

Introducing Community Psychology

Community Psychology is a distinctive approach to understanding and solving community, organizational, and societal problems. While others also are concerned with community welfare, what makes community psychologists distinctive is that we apply well-established psychological principles and techniques, tested and proven in practice, to improve well-being and effectiveness at individual, organizational, and community levels. We do so with an explicit concern for social justice, inclusiveness and participation, the value of diversity, collaboration, and a focus on strengths.

What do Community Psychologists Do?

Community Psychologists work collaboratively with others to help strengthen systems, provide cost-effective services, increase access to resources, and optimize quality for individuals, private and governmental organizations, corporations, and community groups. Community Psychologists build on existing strengths of people, organizations, and communities to create sustainable change.

Community Psychologists work as consultants, educators, grant writers, professors, human service managers, program directors, policy developers, service coordinators, evaluators, planners, trainers, team leaders, and researchers in all sectors including government, for profit and nonprofit organizations.

In addition to a solid grounding in the science of psychology, most Community Psychologists can:

• Locate, evaluate, and apply information from diverse information sources to new situations.
• Incorporate psychological, ecological, and systems level understanding into community development processes.
• Contribute to organizational decision-making as part of a collaborative effort.
• Evaluate programs/services: Develop evaluation designs. Collect, analyze, report, and interpret evaluation data.
• Plan and conduct community-based applied research.
• Translate policy into community and organizational plans and programs with observable outcomes.
• Provide leadership, supervisory, and mentoring skills by organizing, directing, and managing services offered.
• Communicate effectively in both technical and lay language with diverse stakeholder groups.

Where do Community Psychologists Work or Consult? (Examples)

<table>
<thead>
<tr>
<th>Academic Settings</th>
<th>Foundations</th>
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<tbody>
<tr>
<td>Health &amp; human service agencies</td>
<td>Community development, architectural, planning, and environmental organizations</td>
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<tr>
<td>Education Systems</td>
<td></td>
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<tr>
<td>Corporations, for-profit and non-profit organizations</td>
<td>Research centers, independent consulting groups, evaluation firms</td>
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<tr>
<td>Government systems: legislative and executive branches</td>
<td></td>
</tr>
<tr>
<td>Community-based organizations, advocacy groups, religious institutions, and neighborhood groups</td>
<td>Public policy and community planning and development organizations</td>
</tr>
</tbody>
</table>

How Do Community Psychologists Add Distinctive Value?

Community psychologists apply knowledge of community, social systems, and an ecological approach as our distinct value added. We have the implementation skills to put theory, research, policy, and strategy into action in challenging and divergent settings. We can be cost-effective additions to the workforce across a wide employment spectrum. We bring a unique understanding of margin and mission to the constituencies who are your customers, suppliers, and strategic partners. Most importantly, we are adaptive, values-based professionals who thrive on working well with others.

For More Information about Community Psychology

Visit the Practice Connection website at http://www.scrac27.org/resources/practiceco or The Community Toolbox at http://ctb.ku.edu/en/, a resource developed by community psychologists.
Special Feature

Edited by
David S. Jackson, Associate Editor

The Academic Contributions of Women in Community Psychology

Written by
Mazna Patka, Portland State University; Leonard A. Jason & Julia DiGangi, DePaul University; Steven B. Pokorny, University of Florida

Since the inception of community psychology as a discipline in 1965, the field has sought supraindividual solutions to mental health-related problems. The impetus for the field’s formation was a backlash against the disease-focused orientation that dominated clinical psychology at the time (Meritt, Greene, Jopp, & Kelly, 1999). In essence, community psychology arose out of a challenge to then-contemporary social views. Out of this challenge, spawned a field of scholars and practitioners who have been dedicated to developing community-level prevention and intervention programs.

Studying the political and social zeitgeist in which a field developed helps provide understanding into what the field has accomplished and what still remains to be done. Similarly, examining a field’s developmental trajectory allows for identification of the important voices that have helped shape the discipline as well as insight into perspectives that remain under-represented. To assess individual contributions to community psychology, a recent study examined which individuals have played a major role in shaping the field of community psychology by assessing their contributions to the field’s main journals, American Journal of Community Psychology (AJCP) and Journal of Community Psychology (JCP) (Pokorny, Adams, Jason, Patka, Cowman, & Topliff, 2009). A similar article examined what institutions were having the biggest scientific influence as assessed through publication in AJCP and JPC (Jason, Pokorny, Patka, Adams, & Morello, 2007).

While these studies have provided a context for understanding the developmental trajectory of community psychology, there is not yet an accurate understanding of how women have shaped the field through their contributions to the major journals of the field. In the article by Pokorny et. al (2009), basic information about the underrepresentation of women authors in community psychology is provided. Out of the top 44 individual contributors to community psychology between 1973 and 2004, only 4 were women (Pokorny et al., 2009). Although the focus of this article was not on women’s publication histories, the information provided suggests that women’s participation in authoring articles was sorely lacking.

In addition to women’s lack of presence as authors on the pages of ACJP and JCP, women have been noticeably absent from some major events that occurred early in the field. According to the Swampscott Conference attendance roster, not a single woman was present at the conference that is credited with creating the field of community psychology. Consequently, women are minimally represented in historical information about the formation of the field. In fact, Fowler and Toro (2008) examined the genealogy of community psychology and identified 10 founders with a minimum of 10 descendants who are prominent community psychologists. Of the 10 founders, only one is a woman. The 10 founders include George Albee, Emory Cowen, Barbara Dohrenwend, George Fairweather, Ken Heller, Ira Iscoe, Jim Kelly, Rudolf Moos, Bob Newbrough, and Seymour Sarason.

Likewise, there is a dearth of information about the role of women in bringing community psychology to universities. The first free-standing doctoral program in community psychology was established in 1966 at the University of Texas at Austin when Ira Iscoe was awarded the first community psychology training grant. Founders of community psychology programs include Herbert Lipton and Donald C. Klein at Boston University, John Altrocchi and Carl Eisdorfer at Duke University, J. R. Newbrough, Julius Seeman, and William Rhodes at George Peabody College at Vanderbilt University, Bernard L. Bloom at the University of Colorado, Harold L. Raush and James G. Kelly at the University of Michigan, Emory Cowen at the University of Rochester, and Seymour Sarason and Murray Levine at Yale University (Meritt et al., 1999). The noticeably absent role of women is not unique to community psychology alone. In the larger field of psychology, women psychologists were historically under-represented. In 1920, only 62 women in America held Ph.D.s in psychology (Rossiter, 1974 as cited in Russo & Denmark, 1987).

Certainly, the general zeitgeist in psychology prevented women’s inclusion and contributions in the early stages of the field. Over time, it seems that women have been increasingly able to create space for their academic and professional contributions to the field of psychology. In 1970, women comprised approximately 20 percent of Ph.D. recipients in psychology. However, in 2005, the last year for which data are available, nearly 72 percent of new psychology doctoral students were women (Cynkar, 2007).

While there is reason to speculate that women have become increasingly influential in community psychology, lack of data appears to be a major problem in drawing rigorous conclusions. For example, Meritt et al. (1999) reported that in 1969 there were fifty programs offering some training in community psychology and community mental health; by 1975, there were 141 graduate programs offering training in these areas. However, despite the large increase in training programs, there is no information available about the role of women in the creation of or participation in these academic settings.

Given the absence of certain types of information, publication records may be one way of assessing women’s dynamic and increasingly powerful role in the field of community psychology. Thus, the present study aims to examine the contributions of women in academic settings from 1973 to 2008 as documented in the main journals of the field, American Journal of Community Psychology (AJCP) and Journal of Community Psychology (JCP). Articles published in AJCP and JCP may be an important indicator of the influences on the development of community psychology as they reflect the authors who have contributed to theory, research, and action in the field. Examining the contributions of women from the inception of community psychology journals in 1973 to 2008 may provide information on the changing role of women in the field.

Method

Information was obtained from every volume published in AJCP and JCP from 1973 to 2008 consisting of 29 volumes of AJCP and 36 volumes of JCP. Information was referenced from 1,726 articles from AJCP and 1,654 articles from JCP. Articles included empirical and theory pieces, award addresses, and opinion pieces. The names of all authors and authorship position were recorded for each published article.

The gender of all authors was determined through community psychologists who personally know the author(s) and internet searches. Biographical information obtained through both university faculty websites and personal websites was most frequently utilized to determine gender. Some authors had photographs posted on their websites where
the investigators assumed the authors gender. When a photograph was not available, articles referencing the author using pronouns such as “he” or “she” provided the investigators a basis to assume gender. However, among the 3,380 authors published in both AJCP and JCP, six authors were excluded from the analysis and categorized as “other” which means that rather than an individual author’s name, a research group name was used or the article was published with an anonymous author. Also, ninety-eight authors were excluded from the analysis because their gender was not determined. In such cases, the author was contacted when an email address was available, but no response was received. Data were analyzed for both women as being the first author and women having authorship regardless of whether they were a first author.

Results

First Authorship Position. The proportion of women having first authorship each year was predicted based on year in a logistic regression specifying the proportion of women as the outcome. Prior to analysis, the year variable was adjusted, such that the intercept was meaningful. At the start of the period (i.e., 1973), the intercept estimate was significantly less than zero ($b = -1.77, p < .01$). Exponentiating this parameter, we obtained an odds ratio of .17, which indicates that the odds of being a woman publishing were only .17, or roughly 83% less than the odds of publishing as a man. However, there was a significant impact of time, $b = .060, p < .01$, OR = 1.07. This indicates that for each year, the odds of publishing as a woman increases by roughly 7%, and this is a statistically significant amount. At the end of the time period of data (i.e., 2008), women published 61% of first authored papers, whereas at the start (i.e., 1973), they produced only 12%. Examining the analysis further, the data appeared to fit only a linear trend, as there was no significant deviation from the linear time trend. Hosmer-Lemeshow Chi-squared ($df = 8$) = 4.97, $p = .76$. A graph of the change in probability over time as of the change in the logit (i.e., log of the odds [i.e., probability of publishing as a woman relative to publishing as man]) is provided in Figure 1.

All Authorship Positions. The proportion of women authoring articles, regardless of authorship position, each year was predicted based on year in a logistic regression specifying the proportion of women as the outcome. Prior to analysis, the year variable was adjusted, such that the intercept was meaningful. At the start of the period (i.e., 1973), the intercept estimate was significantly less than zero ($b = -1.50, p < .01$). Exponentiating this parameter, we obtain an odds ratio of .22, which indicates that the odds of being a woman publishing were only .22, or roughly 78% less than the odds of publishing as a man. However, there was a significant impact of time, $b = .060, p < .01$, OR =1.06. This indicates that for each year, the odds of publishing as a woman increases by roughly 6%, and this is a statistically significant amount. At the end of the time period of data (i.e., 2008), women published 59% of authored papers, whereas at the start (i.e., 1973), they produced only 18%. Examining the analysis further, the data appeared to fit only a linear trend, as there was no significant deviation from the linear time trend. Hosmer-Lemeshow Chi-squared ($df = 8$) = 11.29, $p = .19$. A graph of the change in probability over time as of the change in the logit (i.e., log of the odds [i.e., probability of publishing as a woman relative to publishing as man]) is provided in Figure 2.
Discussion

The history of journals, much like the history of a field, is embedded in a larger social context. By examining the publication history of ACJP and JCP, we are able to discern more than simply what was on the pages of academic journals. In many ways, these journals are records of changing times. They can serve as a barometer to illustrate how marginalized groups, like women, have transitioned from relative obscurity to prominence. The current article builds on the work of Pokorny et al. (2009), which preliminarily demonstrated that women were not among the prominent authors in the field of community psychology between 1973-2004. However, Pokorny et al. noted the work of many influential women fell outside the scope of his article covered. Thus, this article focused exclusively on women's contributions to ACJP and JCP between 1973 and 2008.

At their inception, women represented less than 12% of publishing authors in ACJP and JCP, but the number of women publishing in the two journals has increased to 61%. Similarly, in 1973, women (regardless of authorship order) authored 18% of articles, and in 2008, women authored 59% of the articles published that year. The increase in women's authorship in ACJP and JCP not only shows that women were publishing more, but it also demonstrates that women had gained access to the academic and research-driven settings that had historically been reserved for men (Cynkar, 2007). Women's voices had begun to be heard more clearly and regularly.

The higher percentage of women publishing as non-primary authors than first authors in 1973 may be attributed to the fact that women may have held trainee positions during the writing of these articles. As a result, they may have received publication credit but not been in a position to receive first authorship. The more noticeable increase is the large spike in women's rates of publishing in both first and non-primary authorship positions between 1973 and 2008. By 2008, women exceed 50% of the authorship in ACJP and JCP. Such a shift is indicative of a larger change in the field in which more women in 2008 were in academic positions than in 1973 (Cynkar, 2007). Similarly, there were more women graduate students in community psychology related fields in 2008 than there were in 1973 (Cynkar, 2007). In examining the publication history of ACJP and JCP, it is clear that women are publishing more today than when the journals were first created.

Publishing is one way to assess women's contributions to the field, but it is not a flawless metric. Although the present study provides descriptive information on the publications of women in ACJP and JCP from 1973 to 2008, limitations are present. The present study only included two journals of the field; it is likely that authors publish in a variety of journals based on their research areas. Certainly, there may be additional influential women who made important research contributions, but did not publish in ACJP or JCP. Additionally, many female community psychologists may choose to work as practitioners rather than researchers. In fact, Fowler and Toro (2008) reported that women made up 63% of real world community psychologists. Consequently, these women may be less likely to publish in academic outlets. Thus, using a metric of authorship will likely not capture all of the efforts of women in the field of community psychology.

Despite its limitations, this article represents an important contribution to understanding and appreciating women's work in community psychology. The findings from this study highlight both the evolving role of women in the field and the dynamic nature of community psychology. Future research should consider the changing influence of other groups that have historically been marginalized in the field.

Author Notes

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References


The Community Practitioner & Education Connection

Edited by Susan Wolfe & Jim Dalton

Learning Key Competencies For Community Psychology Practice: Collaboration with Citizens and Communities, Group Processes

How can students learn key competencies for community psychology practice? The Practice Group and Council of Educational Programs of SCRA are working together to address this crucial question for our field. In this column we continue the conversation, focusing on two related competencies, Collaboration with citizens and communities and Group processes. The Practice Group defined these as: “Developing and maintaining a network of constructive work partnerships with clients, organizations, and communities, including diverse populations. Ensuring that diverse persons and communities are involved in making decisions. Negotiating/mediating between stakeholders. Assisting in resolving conflicts. Using effective interpersonal communication skills.”

We asked nine community psychologists, including full-time practitioners, graduate program faculty, and students, to write brief commentaries on these skills. We asked commentators to describe how they learned these skills and use them in practice, and how graduate students might be trained in these skills. In this column, we present commentaries by Tom Wolff, Susan Wolfe, Bret Kloos, and Judah Viola. In the Fall 2010 issue, we will continue with commentaries by David Julian, Jose Ornelas, Gregor Sarkisian, Rachel Smolowitz and Tiffany Jimenez.

Add your own views! You can comment on these commentaries in the SCRA CP Education Blog at: www.sera27.org/blogs/educationb.
Acquiring the Necessary Skills and Capacity to Manage Collaborative Solutions

Written by Tom Wolff, Tom Wolff & Associates

I recently had a contract to facilitate the development of a statewide collaborative planning process on Oral Health. The work involved forming and working with a large coalition steering committee and its co-chairs (20 people), launching and sustaining four active work groups, and managing large group statewide meetings (100 plus attendees) where they set goals, and modified and endorsed the work of work groups. This is a typical example of my community practice in coalition building. For this article I asked myself what skills and approach does this work require of me and how did I learn them?

Small and large group processes. The most significant and unique skill set for coalition work is the capacity to understand, facilitate, manage and inspire groups of all sizes: large and small group process. I learned the basics of this from Howard Friedman Ph.D. at the Syracuse V.A. Hospital, who trained me to work as a process-focused group therapist—a group process model of understanding groups, not of doing therapy. I followed that with years of pursuing group experiences—Gestalt groups, T groups, support groups, etc. I am an experiential learner and never felt I could learn or later teach group process without going through group processes. This is also true of the many coalition building trainings that I now do—they are all dominated by group process exercises. So we need to ask what exposure graduate students in community psychology are getting to group process? I am afraid that the answer is “not enough.”

We need to ensure that all community psychology graduate students have adequate exposure to intense group process experiences. These can be outside the department or even the university. Otherwise how can we expect them to walk into a group coalition situation and have any idea what to look for or how to move the process forward? This question has to be dedicated to the dear memory of Don Klein who raised this issue for our field every chance he could for decades.

Organizational development. The research on coalitions (Roussus & Fawcett, 2000) tells us that the following variables are tied to coalition success and thus are areas where we need to develop skills: having a clear vision and mission, action planning for community and systems change, developing and supporting leadership, documentation and ongoing feedback on programs, technical assistance and support, securing financial resources for the work, and making outcomes matter.

The skills sets include traditional organizational development (OD) topics—leadership, strategic planning, creating a vision, assessment and finances and budgeting which have to be learned in the unique context of non profit management (where the bottom line is not profits but enhanced human capacity and systems change). If these are the variables that lead to coalition success then our students need to have skills.

Collaborative solutions. In The Power of Collaborative Solutions (2010) I lay out the six key variables that lead to collaborative success. They emphasize the need for additional skills in: the unique group processes of coalitions and collaborations; engaging the grassroots community most affected by the issues, and building community ownership; building cultural competence and undoing racism; taking action, working for systems and social change; engaging in effective advocacy; and working with multiple disciplines and community sectors.

Spiritual principles. Finally, we need to acknowledge that there is a strong spiritual component to the work of community collaboration. Seeking collaborative solutions calls on us to engage communities with acceptance and appreciation, to work with various groups with deep compassion, and ultimately to understand our deep interdependence on each other. When we pursue our spiritual purpose in this work, we come to understand that we can do together things we cannot do apart. This is life learning, picked up in many places including meditation classes, places of worship, and in building a loving family. Some of it began with my clinical training to be a good, non-judgmental, respectful listener. How do we help our students acknowledge their spiritual nature and bring that to bear on their work?

Collaborations and Group Processes

Written by Susan M. Wolfe, Susan Wolfe & Associates, LLC

Most work in communities or organizations is accomplished through group collaboration. Skills for leading collaborative work are a valuable set of tools for a community psychologist. The relevant skills that I have used most are developing and maintaining a network of constructive partnerships, ensuring that diverse persons and communities are involved in making decisions, and group facilitation skills.

Learning the skills. Acquiring the skills to build networks and develop partnerships requires formal academic training, informal self-study, mentoring, and experience. I took courses in organizational psychology and group process to acquire academic knowledge. I supplemented this by reading material from credible sources on communication skills, cultures, and relationships. I taught a course at a local community college, Basic Processes of Interpersonal Communication, which pushed me to further explore group dynamics, look at my own communication style, and refine my skills. Learning about group theories and concepts, such as groupthink and social loafing, was also valuable. I found mentors who readily shared their professional lessons-learned. I carefully selected individuals who had good reputations and working relationships with others in the community. Then to gain experience I implemented what I had learned and built networks, participated in group activities and facilitated meetings and planning sessions.

Academic knowledge and experience helped me to ensure that diverse persons and communities are involved in making decisions. My community psychology courses included topics such as stakeholders and studying communities, and organizational psychology helped me to learn more about how decisions are made. It also increased my awareness of the need to work with groups to solve problems and empower individuals and groups. I learned to easily recognize situations where all the necessary voices were not at the table. When I served on the board of directors for a local homeless shelter, one of my first actions was to convince the other board members that we needed to add a former shelter resident to the board. We quickly recruited a formerly homeless mother who had stayed at the shelter with her children and the board members quickly realized how valuable her ideas and input was. She introduced ideas none of us would have considered and helped the board to form shelter policies that were more responsive to the needs of the consumers.

Incorporating skills into training. So, how can these skills be incorporated into graduate training? To start some brainstorming, here are some ideas:

- Incorporate courses that include organizational psychology and group process
• Create guided experiences in which a skilled group facilitator models these skills, then provides support, guidance and critique while a student facilitates a group. This can occur with focus groups in the community or with teaching assistants in classes. This is also an excellent way to bring a practicing community psychologist into a graduate teaching role.
• Organize brown bag seminars or journal clubs for readings on groups, organizations, and communication skills.
• Faculty can get involved in community coalitions and take students to meetings with them so they can observe the dynamics and participate.
• Have students organize community entities to create a coalition or carry out a short-term project to meet a local need.
• Find community leaders who have demonstrated skills in developing networks and partnerships and offer them free labor or expertise if they will mentor your students.

Developing a good network and cultivating strong partnerships are keys to gaining entry and becoming a trusted member of the community. Knowing the lay of the land and bringing all relevant stakeholders to the table when decisions are made can help to minimize the potential for unintended consequences and empower groups that may typically be excluded. Being both a good group leader and empower groups that may typically be excluded. Being both a good group leader and group members helps to ensure that you will be invited back. The value added from developing these competencies early on while students are still in graduate school will better serve the students, the university, the community, and the profession.

Creating Settings for Training in Collaborative Community Practice

Written by Bret Kloos, University of South Carolina

My understanding of community psychology practice draws from the views that collaboration is a core value of community psychology and a central set of skills in its practice (e.g., Dalton, Elias, & Wandersman, 2007; Kaye & Wolf, 1997; Kelly, 1979; Scott, 2007). To help explain my perspective on training, I first describe my experience and the contexts in which I learned collaborative practice skills.

I trained in a clinical-community psychology doctoral program and currently teach in one. While research is a central focus of these settings, community psychology’s expectation to combine research with action calls for training to focus on opportunities that build collaboration skills. Interestingly, efforts to promote integration of clinical-community perspectives in our program have created the need for greater articulation of community practice skills that need to be learned like students learn clinical practice skills.

My understanding of collaboration is rooted in community-based initiatives that seek to create alternative settings to address the needs and interests of persons dissatisfied with existing responses to their concerns. Formative experiences in graduate school included community practica in community organizing in public housing to create a tenant’s council to demand services from the housing authority and efforts to create structures and settings for meaningful parent involvement in local school issues. Each example was created by a professor in a sustained collaboration with community partners to create social change. These ongoing collaborative relationships were critical “infrastructure” for our training. Community partners participated in supervision, setting priorities, and implementation of plans. As problems arose, we could observe faculty and community partners work through differences in perspective and priorities. One of the most fulfilling experiences in graduate school was the opportunity to apply these collaboration skills in the creation of a Victim-Offender Reconciliation Program with a fellow graduate student and local congregations. We had the opportunity to refine our practice skills with the support and encouragement of a faculty member, although he was not directly involved in the work. This program continues to provide mediation services and diversion from juvenile courts fifteen years later.

Now that I share responsibility for sustaining a training program, I have tried to use these experiences to inform our training opportunities for collaborative practice skills. Curriculum. We organize our clinical-community curriculum to provide Exposure, Experience, and Expertise in psychology skills. In core community courses, all students learn about the value of collaboration and how it can inform and benefit social intervention. In selected courses, students can choose to gain “experience” in collaboration skills (e.g., community practica projects, consultation). Upper level students then choose the areas in which to develop “expertise”; community-oriented students can take upper level community practice courses offered by our program or other departments. Students often take several years of community practica to prepare for their community practice comprehensive exam.

Sustained community-based relationships. For students to gain experience and have opportunities to develop expertise, it has been critical for faculty to participate in ongoing initiatives with community partners that can provide opportunities for training experiences. These have been helpful for modeling, mentoring, and learning a variety of skills. We also draw upon long-standing relationships with community practitioners who serve as mentors and committee members for students focused on community practice careers.

Opportunities for students’ supported, independent practice. My experiences have convinced me of the value of learning through action. Depending on their focus, we encourage students to seek outside opportunities for refining community practice skills. Sometimes these develop from community combs projects. Almost every year, student projects have created opportunities for paid work with our long-time community partners.

I have come to understand that training in community practice requires exposure to ideas and examples, opportunities to gain practice experience, and networks of relationships and resources to support students’ efforts to develop expertise in community practice skills.

Collaboration with Citizens and Communities / Group Process

Written by Judah Viola, National-Louis University

In this commentary, I will share some ways in which I have developed collaboration and group process skills and offer ideas for how graduate training programs may facilitate such learning. Prior to graduate school, I investigated complaints against police officers as part of a civilian oversight agency. In conducting interviews with residents, witnesses, and officers, I learned how to listen intently and make people feel heard. Through participating in mediation trainings and sessions, I learned to interject and when to step back letting the process take its course.

Graduate school provided both opportunities and impediments to building upon this foundation of skills. The hours spent in isolation in front of a computer honing my
APA style writing, grappling with ecological theories, and adding to my statistical toolbox led to the atrophy of my social skills. As my academic vocabulary was growing, my ability to express myself to neighbors, old friends, and family was waning.

Fortunately, two factors kept me from becoming lost in the abyss of hyperbole and ivory-tower-itus. First, faculty modeled the way and helped myself and other students gain experiential knowledge and skills, allowing us first to observe and take on small roles in their community-based projects and then, as time passed, encouraging us to take on additional responsibilities (e.g., project director, community liaison). Second, I become engaged in responsibilities (e.g., project director, co-director, treasurer, and board member) I continue to participate in groups (as a volunteer, researcher, treasurer, and board member) I continue to learn to facilitate effective meetings and events, lead workshops and planning sessions, resolve conflict, and build a shared vision.

Most recently I have taken on the role of consultant to a violence prevention coalition hoping to reinvigorate its steering committee, and a museum looking to build partnerships and mentorship programs outside of its walls. My existing skill set continues to improve through exposure to diverse types of partners with differing expectations for what will come of the partnership.

What can academic training programs do to enhance these skills?

**Create space.** Students are told that in order to build meaningful collaborative relationships they must be responsive to the needs of their partners with regard to the goals, strategies, and timelines of projects. Nonetheless, students are required to complete structured deliverables (e.g., needs assessments, intervention plans) within a timeframe that fits the registrar’s office more than the community partner.

We can learn to listen to what students (aka key stakeholders in community psychology training programs) are asking for, and rethink what sets of classroom-based curricula are or are not essential, in order to create space for more experiential learning opportunities.

**Develop supports.** Graduate training programs can encourage participation of generations of students by tracking what current students are doing in the community. By documenting the process and informing incoming students what their predecessors have done and who they have connected with, the bridges to various communities can be left standing.

SCRA is fortunate to have an active and vocal group of practitioners willing to partner with academic institutions to help them fill gaps in expertise. When possible, we should be connecting students with practitioners and help set up mentorship opportunities in which interested students may apprentice with practitioners in their area.

**Give a push.** Once space has been created and supports are in place, it will be safe to raise expectations for students to choose fieldwork projects outside of their comfort zone. Encouraging students to work with organizations to which they have no existing connection will allow them to learn about gaining entry and building trust, as well as the sustaining phase of collaborative relationships. I have found that some of the most valuable learning experiences for understanding group process and collaboration occurred when I entered humbly as an outsider. 

**References For All Commentaries**


**Cultural & Racial Affairs**

*Edited by Rhonda K. Lewis-Moss*

**Illuminating Complexities in Diversity and Oppression: Reflections on Black Women**

Written by Sandra Y. Lewis, Montclair State University

“Black women are a prism through which the searing rays of race, class, and sex are first focused, then refracted. The creative among us transform these rays into a spectrum of brilliant colors, a rainbow which illuminates the experience of all mankind.”

Margaret B. Wilkerson (1986, p. xii)

Respect and value for diversity, social justice, and empowerment are among the foundational principles of community psychology reflected in the Society for Community Research and Action’s (SCRA) vision statement. SCRA affirms that it “will have a strong, global impact on enhancing well-being and promoting social justice for all people by fostering collaboration where there is division and empowerment where there is oppression” (SCRA website). However, acknowledging our value for diversity and our commitment to eradicating oppression is easier said than done. A range of issues and dilemmas will arise as community psychologists put these principles into practice through community research and action (Bond & Harrell, 2006). One group whose experiences reveal the complexities of diversity and oppression is Black women. Black women’s lives accentuate many aspects of diversity including gender, ethnicity, race, class, sexual orientation, differing abilities, and more. Our everyday experiences expose the complexities of oppression and provide opportunities to develop strategies that support empowerment.

Black women are often viewed in two ways that may appear diametrically opposed yet, they coexist. We are described as disadvantaged because of the confluence of oppression related to race, sex and gender (Beale, 1995; Christian, Al-Mateen, Webb & Donatelli, 2000; Essed, 1991; Gibbs & Fuery, 1994). Simultaneously, we are characterized as strong, self-sufficient, enduring, spiritually rooted women capable of defying hardship and overcoming seemingly insurmountable obstacles such as racism,
classism, and sexism. Both views epitomize Black women’s realities. Despite hundreds of years confronting discrimination, social rejection and economic exploitation, Black women have emerged triumphant over these obstacles. Creating effective coping strategies has supported survival and most important, thriving for Black women (Gibbs & Fuery, 1994).

A brief perusal of the literature reveals three core areas of scholarly work that chronicle Black women’s dual reality of victimization and victory. Some studies examine resilience and well-being among Black women, the capacity to use one’s resources to address challenges. A second group focuses on Black women’s psychological and physical well-being related to experiences of racism or the combination of racism and sexism. Thirdly, a promising area of research explores gendered racism (Essed, 1991), aiming to establish that the interactive nature of racism and sexism creates a different kind of oppression for Black women.

**Spirituality and Other Cultural Coping Strategies**

Black women use coping strategies rooted in African cultural traditions which acknowledge the importance of community and oneness between the human and spiritual realm. Thus, spirituality becomes an effective means for dealing with challenges including depression (Barbee, 1994); substance abuse (Brome, Owens, Allen, & Vevaina, 2000; Green, Fullilove, & Fullilove, 1998); HIV/AIDS (Baesler, Derlega, Winstead, & Barbee, 2003; Biggar, et al, 1999; Simoni, Martone, & Kerwin, 2002); loss (Smith, 2002; Van, 2001); and poverty (Black, 1999). Black women utilize spirituality to cope with adversity as well as to turn adversity into a tool for spiritual evolution. Life challenges become a means for recognizing one’s purpose and destiny, achieving growth, confronting and transcending limitations, and gaining the insight and courage needed for spiritual surrender (Mattis, 2002).

Spirituality along with other African-based values and cultural practices are a source of resilience for Black women. Black women who adopt an Africentric worldview have increased knowledge and understanding of their culture and their relationship to society and thus, are better able to cope with stress (Jackson & Sears, 1992) in general or related to multiple oppressions. Increased ability to resist negative messages about Blacks, an aspect of Africentric identity, (Kambon, 1996) has been found to predict lower levels of depression among Black women (Lewis & Clesca, 2009). Hence, Black women’s uses of spirituality, Africentric value systems, and cultural practices are methods of enacting empowerment.

**Race, Sexism, and Black Women’s Well-Being**

Racism and sexism are among the most nefarious social ills. Their potential for damage extends beyond the individual who experiences the assault to those who witness and perpetrate it. The grave consequences of racism and sexism lead me to two important questions. What damages associated with racism and sexism affect Black women? What psychosocial factors are associated with maintaining Black women’s well-being while confronting racism and sexism? In response to the first question, racist stress events are a significant predictor for depression among Black women living in America whether we were born here or in the Caribbean (Jones, Cross, & DeFour, 2007). Black women’s lifetime experiences as well as childhood vicarious experiences with perceived racism predict their baby’s birth weight. Further, after controlling for medical and sociodemographic risk factors, these experiences helped to account for racial disparities in birth outcomes among Black and non-Hispanic White women (Dominguez, Dunkel-Schetter, Glyn, Hobel, & Sandman, 2008).

With regards to the second question about factors related to maintaining well-being, higher levels of multicultural identity provide some protection from the impact of race-related stress. The increase in depression related to race-related stress was less for Black women in this group than those who had lower levels of multicultural identity (Jones et al., 2007). Individual, institutional, or cultural racism-related stress predict cognitive-emotional debriefing (e.g., taking your mind off of the problem), spiritual-centered coping (e.g., praying) and collective-centered coping (e.g., turning to support systems) (Lewis-Coles & Constantine, 2006). These are aspects of Africultural coping (Utsey, Adams, & Bolden, 2000). A wide range of coping skills is necessary to effectively address the toxic nature of racism and sexism. Black women may utilize prayer, meditation, or relying on one’s ancestors (internally oriented strategies) or choose standing up for one’s rights and directly addressing the source of the problem (externally oriented strategies) to counter the impact of racism and sexism (Shorter-Gooden, 2004).

**Gendered Racism and Black Women’s Well-Being**

Groundbreaking work sheds light on the ways racism and sexism create a unique oppression of Black women. “These two concepts narrowly intertwine and combine under certain conditions into one, hybrid phenomenon” (Essed, 1991, p. 31). For Black women, the experience of being both a woman and Black cannot be easily separated (Thomas, Witherspoon & Speight, 2008). It is difficult to separate the impact of racism and sexism among Black women, thus many, if not most, of Black women’s experiences with racism are gendered racism (Essed, 1991). For example, the stereotypes that Blacks are lazy and women are weak both operate to Black women’s detriment and categorization as inadequate or incapable. Moreover, this hybrid form of oppression has been positively associated with psychological distress (Thomas, et al.) and emotional eating (Klevens, 2007). Fortunately, cognitive-emotional debriefing (Utsey, et al, 2000) was found to partially mediate the relationship between gendered racism and psychological distress. Unfortunately, since the mediation is partial, gendered racism affects psychological well-being beyond coping strategies (Thomas, et al.). In addition, while problem-focused coping moderated the relationship between gendered racism and emotional eating, it did not moderate the relationship between gendered racism and emotional eating. More work is needed to learn about factors that are protective against gendered racism.

**Conclusion**

Black women’s diversity includes a range of categories which often become the stimulus for oppression. The convergence of multiple oppressions in Black women’s lives reminds us that oppression can impact well-being in ways that may not be easily disentangled. We are alerted to remain cognizant of the myriad ways stereotypes about aspects of individuals or communities may combine into a hybrid form of discrimination. Black women’s experiences remind us to assess for combined oppression in the communities we serve through research, prevention or intervention. While Black women’s experiences indicate the complexities of oppression, they also remind us of the resilience of the human spirit and the relevance of culture in our work. Despite numerous threats to identity and sense of self, Black women demonstrate agency, namely, our capacity to define ourselves and our reality, direct our destiny and meet life’s challenges on our own terms. Reflecting on Black women offers community psychologists an opportunity to reaffirm our commitment to employ strategies that extend beyond the individual and aim to support the innate empowerment of oppressed groups through intra- and inter-
group interventions, policy enactment, and social change.

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Disabilities Action

Edited by Tina Taylor-Ritzler

Improving Services for U.S. Based Somali Refugees with Disabilities: An Evaluation Capacity Building Approach

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Project Overview
Evaluation capacity building (ECB) approaches help social service organizations better meet the needs of their program participants by allowing them to identify areas of strength and areas that need to be further developed or strengthened (Preskill
& Boyle, 2009). The project we describe here was a collaboration between the Center for Capacity Building on Minorities with Disabilities Research (CCBMDR) at the University of Illinois at Chicago and Boston University and the Somali Development Center (SDC), a refugee serving agency in Boston, Massachusetts. Funded by the National Institute on Disability and Rehabilitation Research (NIDRR) of the U.S. Department of Education (Grant #H133A040007) between the years 2004 and 2010, the CCBMDR aims to help community-based social service agencies build their capacity to understand and respond to the needs and concerns of the communities that they serve. The purpose of the CCBMDR-SDC collaboration was to build the agency’s capacity to improve services for Boston-based Somali refugees, including many with disabilities. We offer this report as an example of how evaluation capacity building approaches can strengthen organizational services and lead to improved consumer outcomes for newcomer populations with disabilities in the U.S.—a population often overlooked in the disability service sector.

Using a participatory evaluation capacity building approach that was adapted from Fawcett et al. (2003) and Suarez-Balcazar, Orellana-Damacela, Portillo, Sharma, and Lanum (2003; see Figure 1 below), CCBMDR researchers and staff supported SDC leaders and staff through a 7-step ECB process in order to improve the efficiency and effectiveness of SDC’s service delivery practices. In the sections that follow we provide a brief description of SDC’s staffing and client characteristics, followed by an overview of activities and outcomes for each of the seven steps identified above. In order to increase its capacity to conduct evaluations, specifically to use case management data, CCBMDR and SDC used a participatory and empowerment approach.

**Agency Characteristics**

Established in 1996, SDC is a non-profit agency that serves the social and cultural needs of Somali and other sub-Saharan African immigrants and refugees in New England. SDC was established by a few young Somali professionals who came to the Boston area to pursue various educational and career goals; they arrived before the civil unrest in Somalia in early 1991. Violence and economic instability led to the mass migration of Somali refugees to various parts of the world, including Boston and elsewhere in Massachusetts, resulting in the need for an organization like SDC. SDC has grown and evolved over the past 12 years, and as a result, has opened four additional satellite offices across New England in response to the growing needs and challenges of Somali individuals and families. SDC also plays a unique role for refugee communities (e.g., Sudanese, Eritrean, Ethiopian) as it mentors new grassroots mutual assistance agencies (MAAs) in the Boston and New England areas. As a result, these other agencies and clients may experience many of the same needs as SDC.

**SDC client characteristics.** SDC primarily serves recently-arrived Somali refugees, including members of the Somali Bantu, a mostly rural tribe. An estimated 8,000 to 10,000 Somalis have arrived in New England since 1992 and SDC serves the great majority of them. Many of the newcomer refugees are female and bring a large number of children with them, usually 5 to 6 children per family. These women often come on their own, as their husbands were either killed or stayed behind in Somali. Thus, SDC serves more women (roughly 60%) than men. The majority of SDC clients are practicing Muslims. Many of the SDC’s clients cannot read or write in their own language and few arrive with English language skills since they come from small, poor, rural villages. As a result, many Somalis struggle to cope socially or to compete effectively in the U.S. labor force.

Many Somalis who receive services from SDC are dealing with physical and mental health conditions, including Post Traumatic Stress Disorder (PTSD) related to their traumatic experiences in Somalia. However, they rarely discuss disability due to the stigma associated with it. Thus, this unique collaboration allowed SDC to consider ways to integrate disability issues into its programming and case management activities. A realization of the need to explore disability across cultures is one factor that led SDC leaders to engage in collaboration with the CCBMDR.

**SDC services and personnel characteristics.** Given the broad needs of the Somali community, SDC provides a holistic approach to services and provides a wide range of programs and supports. The agency’s twelve staff members are dedicated to helping individuals and families to obtain basic resources, such as housing, jobs, skills, and information on local services/benefits, schools and health insurance. The Board of Directors has eight members, from Somali, Pakistani and Caucasian backgrounds. The role of the board members is to oversee SDC’s operations and program development.

**Evaluation Capacity Building with SDC**

Table 1 summarizes the activities and outcomes of each of the seven steps in the ECB process. This university and community-based collaboration included several activities that aimed to increase SDC’s overall capacity to collect and manage data so it could better respond to their clients’ needs. Among the activities are ongoing consultation and technical assistance, brainstorming meetings, coaching in building evaluation capacity, interviews with stakeholders (i.e., staff, board members, and clients at SDC), and training workshops, all of which aimed to increase SDC’s overall capacity to collect and manage data to better respond to their clients’ needs. It is also noteworthy that the collaboration lasted from 2007 to 2009, a testament to the complexity and intensity of the ECB processes.

In summary, CCBMDR researchers and SDC leaders and staff identified the challenges and successes involved with SDC’s information management systems, evaluated SDC’s needs for data collection and management, identified possible replacement systems, and developed steps to select and implement a new DMS that will allow SDC to continually monitor its operations and programs. This collaboration highlights the utility of an evaluation capacity building approach. We are hopeful that others might find our account useful in their own work to improve services to individuals with disabilities in the community, especially those from refugee communities.

**References**

### Table 1. Steps in ECB Process

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<td>CCBMDR and SDC staff reviewed SDC materials, including quarterly and final reports to funders, other agency documents, a newspaper article, the SDC website, current intake forms and related information-tracking tools. They also engaged in discussions with a wide variety of SDC stakeholders and identified several agency needs that could be targeted for evaluation.</td>
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<td>CCBMDR staff used consensus-building approaches with SDC staff and board members. SDC decided that a web-based database system would be a useful next step in its efforts to build capacity. After several consultation meetings with key SDC staff, on April 26, 2008, the CCBMDR and SDC partners engaged in a full-day training on program evaluation methods. CCBMDR provided significant follow-up telephone consultation with SDC staff and board members. CCBMDR made every effort to involve staff and board members in the process of framing a goal for the capacity-building effort. SDC stakeholders identified a clear capacity building need: To identify and select an agency-wide data management system (DMS) that would better document the impact that its services and programs have on its refugee clients.</td>
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<td>SDC and CCBMDR identified methods for soliciting agency input to develop a logic model. CCBMDR staff conducted a day-long session to brainstorm about current data tracking practices, and potential outcomes, and to develop goals and to plan for the data management system. The information gathered from the brainstorming session was used to develop the logic model. The logic model clarified the agency’s goals and processes for selecting and planning a DMS.</td>
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<td>SDC and CCBMDR collaboratively developed semi-structured interview protocols that included questions related to the types of information needed to track SDC’s services and activities as a refugee-serving agency. SDC and CCBMDR also identified and arranged for key stakeholders to participate in in-depth interviews.</td>
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<td>CCBMDR and SDC staff conducted stakeholder interviews with SDC personnel, board members, and clients to better understand their technology needs, as well as the successes, challenges, and barriers of their current and desired technology use. They conducted 23 individual interviews, each lasting 30 minutes to 2 hours; interviews were audio-taped with the permission of the interviewee.</td>
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<td>CCBMDR staff transcribed the interview data and analyzed it using Atlas.ti, version 5.2. Analytic techniques included coding and memo writing. Key findings were reported in two key areas: criteria for selecting a DMS and its potential uses and comparing and synthesizing the perspectives of SDC staff, managers and board members. The process identified the need to track information in several areas: clients (current, historical and outcomes), program activities and operations, staff activities and agency funding. Two reports were presented to SDC stakeholders to guide them in selecting and implementing a DMS: a summary of key findings and a DMS implementation plan. Three DMS systems were identified that could extend SDC’s current capacities and help agency staff track client data and better serve the Somali refugee and other refugee communities.</td>
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<td>SDC has selected a DMS and is currently implementing it.</td>
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**Environment & Justice**

*Edited by Manuel Riemer*

*“Through the Looking Glass”: What the Global Financial and Climate Change Crises Reflect about Environmental Governance, Democracy, and Community Psychology*

Written by
Alison L. Browne, Research Centre for Stronger Communities, Curtin University, Australia & Lancaster Environment Centre, Lancaster University, United Kingdom

‘I should see the garden far better,’ said Alice to herself, ‘if I could get to the top of that hill: and here’s a path that leads straight to it—at least, no, it doesn’t do that—… but I suppose it will at last. But how curiously it twists! It’s more like a corkscrew than a path!’ (Carroll, 2009, chapter 2, paragraph 1).

In the introductory column of ‘Environment and Justice’ in The Community Psychologist, Riemer and Voorhees (2009) highlighted the issues of justice, power, participation, and vulnerability related to the Global Climate Change crisis. They introduced some potential contributions community psychologists can make in the face of environmental degradation. These suggestions focused on the need for people worldwide to adopt practices that mitigate human induced climate change, and address the unequal distribution of climate change effects to, and the need for adaptation of, those communities who are already the most vulnerable due to...
gender, culture, poverty or geography. In this article, I will introduce some of my own thoughts about the intersections of the Global Financial (GFC) and the Global Climate Change (GCC) crises, and how these dual crises have brought into awareness the way that current forms of democracy address social and environmental issues by creating boundaries and exclusions.

My reflections are based on my work as a “multi-disciplinarian” social scientist and community psychologist in Australia and more recently the U.K., addressing issues of environmental degradation, technological and infrastructure adoption, urban water management, sustainable agriculture and development, and climate change adaptation and mitigation. Over time I have recognised the depth of influence of political and economic histories and current democratic processes in shaping the way that individuals and communities can engage and participate in environmental management. As community psychology has largely been uninvolved in environmental issues in the past (Green Brody, 2000; Hobson, 2006; Riemer, in press), I have had to draw on the critical theory of many other social science disciplines who have been more engaged with climate and environmental governance debates to give some credence to what were originally my own personal reflections on my practice. By doing so I have stumbled across some interesting opportunities for community psychologists to engage with GCC in a way that addresses the deep structural inequities embedded in current models of environmental governance. The nexus of the GFC and GCC crises has created a unique vantage point from which to more authentically and clearly reflect on the power issues embedded in the current structure of democracy. The challenge, for all social scientists in addressing GCC, is navigating this twisting path.

How the GFC and GCC make visible the boundaries and enclosures of environmental management

The greatest global financial upheaval since the Great Depression has created, as a moment of crisis, an opportunity to reflect upon the historical and new assemblages of knowledge, governance, capitalism and democracy that underpins global society. Due to these moments of crisis, what is truly political, powerful and afforded societal legitimacy has become more visible. Key figures such as the Australian Prime Minister and the United States President have recognised this and opened up a range of philosophically based debates (environmental and otherwise) regarding the failures of the current market systems to effectively address social, economic and environmental priorities. These reflections are based on various critiques of neoliberal forms of governance that have dominated many western societies such as the U.S., Australia, and the U.K.

Neoliberal governance is based on particular notions of democracy which structure social exclusions and inequities through privatisation, a focus on individual liberties and a reliance on market mechanisms to provide for economic, social and environmental outcomes. As such, environmental degradation and GCC are generally not framed as an issue of societal structure (where power dynamics could be debated, critiqued) but an individualised politics of lifestyle, consumer choices and capitalist solutions with a reliance on technological solutions to GCC mitigation and adaptation (Browne, under review; Browne & Bishop, in press). For example, there is a focus on the “governing of the consuming self,” with new infrastructure and technologies being developed that support more sustainable and ethical modes of consumption. This discourse of sustainable consumption enhanced by the development of sustainable technologies is being promoted as a solution to mitigate current levels of environmental degradation, with limited analysis of the patterns of consumption and the inequities (uneven patterns of development and resource peripheries that are still marginalised) that are embedded in the commodity culture itself (e.g., Barnett, Cloke, Clarke, & Malpass, 2005; Barton, Gwynne, & Murray, 2008; Bryant & Goodman, 2004; Hayter, Barnes, & Bradshaw, 2003).

The dominance of neoliberal democracy and capitalism has meant that certain identifications (whether nature, race, culture, class, gender, geography, alternative economies) are rendered legitimate or illegitimate defining what issues are recognised as valid within contemporary democracy (Browne, under review; Gibson-Graham, 1996; Little, 2007; Lloyd & Little, 2009). The GCC and GFC combined have assisted in highlighting to a more mainstream audience how the current approach to democracy:

...undermine[s] the most important principle of democracy: contemporary political practices are based on a politics of self-interest that produces social fragmentation, they permit unequal distribution of social and economic power that persistently disadvantages the poor and the powerless, and they presuppose institutions that depend almost entirely upon merely aggregative, episodic, and inflexible forms of decision making and that leave deep structural problems of social and economic renewal unresolved. (Bohman, 1996, p. 1)

Reflections: (Il)legitimate knowledge, community psychology and new imaginings

Research and policy processes, even those that encourage engagement and participation, can become mechanisms through which this dominant neoliberal lens is refined, through disciplinary ‘argy-bargy’ that focuses on legitimacy of knowledge and authority to gain consensus of opinion. These policy and scientific spaces, too, are imbued with their own sets of power dynamics, supporting and extending political values, while conversely structuring sites of illegitimate and invisible knowledge, rights and values. The paradox of the democratisation of participation in environmental contexts is that it renders invisible particular ‘illegitimate’ knowledge’s and effectively underwrites democracy. For example, Little (2007) reflects how approaches to democracy focused on civil society and social capital, have as an implicit strategy the pursuit of consensus through a focus on greater engagement, deliberation on issues, and essentially a pursuit of the “common moral ground.” Consensus, achieved in part through the policy and research processes of participation and engagement, are considered a fundamentally positive part of contemporary liberal democracies (Little, 2007). However, there is an emerging critique within the literature which highlights that such approaches to consensus are not actually as fair as they appear as they merely focus on inclusion in often inequitable systems (Mouffe, 1993). It has been suggested that only processes which deal with conflicts, dissent, and diversity are truly equitable and fair procedures (Little, 2007).

So what then has this rendering of illegitimate discourses meant for those few community psychologists who have turned their attention to environmental issues in the past? Essentially, any approach, scientific or otherwise, that attempts to address issues of structural inequity and power (as opposed to the dominant approach focusing on social inclusion by allowing certain legitimised groups to participate) are seen as competing, oppositional, and maximally distant worldviews. They, like the concepts they explore, are stamped out by mainstream perspectives. The liberation, transformative and representational forms of democracy encouraged by community psychology (e.g., Nelson & Prilleltensky, 2005; Prilleltensky,
frameworks issues such as developing interdisciplinary mental governance settings. By addressing sociology) and have a more solid history at environmental governance, environmental degradation and GCC. Current community psychological theory, values and practice such as liberation, transformative and representational forms of democracy may be examples of the alternative perspectives required to address environmental degradation and GCC. However, to have maximum impact, I believe that community psychologists need to move beyond disciplinary frameworks and become ‘multilingual’; taking an interdisciplinary perspective and integrating our theoretical perspectives with other disciplinary perspectives that are similarly committed to inequity and power issues (e.g., political ecology, human/cultural geography, sociology) and have a more solid history at addressing environmental issues. A contextually embedded, critical approach to community psychology would mean that it could develop as an alternative to current research and policy procedures that reinscribe inequity and the dominant neoliberal discourse in environmental governance settings. By addressing issues such as developing interdisciplinary frameworks and continuing to develop our own theoretical understandings of the power issues embedded in political structures (amongst other developments of theory), community psychology could be a discipline at the forefront of the burgeoning democratic, economic and environmental “revolution.”

The nexus of the GFC and GCC crises has been a twisted, turning and fraught path—but through these crises it appears we are at least closer to the top of the hill where we can observe the structure of things more clearly. Through these crises, the opportunity to reflect on what lies before us with greater clarity provides some sense of hope; hope for a newly imagined structure of society that overcomes the structural inequities of the current system for vulnerable communities and the environment. I encourage community psychologists to direct their efforts to this opportunity.

References
Lesbian, Gay, Bisexual, & Transgender Concerns

Edited & Written by
Richard Jenkins & Maria Valenti

News from the LGBT Interest Group

The SCRA LGBT Interest Group welcomes a new co-chair, Maria Valenti, a doctoral candidate at Michigan State University in the Ecological-Community Psychology graduate program. She joins Rich Jenkins, the past-chair and Colleen Loomis, who served as immediate past-chair and has generously agreed to help keep us moving. The three of us are excited to be working together and with community researchers and practitioners dedicated to LGBT research and advocacy.

This academic year, the Interest Group’s leadership team hopes to increase active membership in the Group. As part of this effort, a Facebook group has been created to reach out to people who might not know about SCRA or the Interest Group. The Facebook group is called Society for Community Research & Action (SCRA) LGBT Interest Group: http://www.facebook.com/#/group.php?id=9238897719&ref=ts. If you use Facebook, please come visit us and join us for some virtual conversation.

We also will be continuing to use the listerv to keep Interest Group members informed and involved in LGBT issues. If you are interested in the LGBT interest group and want to sign up for the listerv, send an email to: scra-lgbt-subscribe@yahoo groups.com.

There are also some forthcoming articles in The Community Psychologist to look forward to this year. We plan to introduce you to the Michigan Project for Informed Public Policy (MPIPP), an initiative to convey cumulative scientific research rather than competing political ideologies about LGBT issues. It was created in response to the passing of the Michigan constitutional amendment declaring “the union of one man and one woman in marriage shall be the only agreement recognized as a marriage or similar union for any purpose,” which has led to increased legal, insurance, personal and societal discrimination against LGBT people in the state. The authors will discuss the intersection between research and political advocacy and how research can be beneficial to the fight for equal rights for LGBT people.

In another upcoming article, Rob Travers from Wilfrid Laurier University will discuss the “Teens Resisting Urban Trans/Homophobia (TRUTH)” project created through a partnership between Planned Parenthood Toronto and Wilfrid Laurier University in Waterloo, Ontario, Canada which focuses on identifying the impact of social exclusion (particularly homophobia and transphobia) on LGBT youth. Because Toronto has become a magnet for LGBT immigrants and refugees from around the world, he will discuss unique issues, concerns, and vulnerabilities that LGBT immigrant and refugee youth face when making Toronto their new home.

In other important news, SCRA and other APA Divisions have been actively addressing issues around the use of the Manchester Hyatt in San Diego for the APA Convention in August. The hotel owner was a major donor to the Proposition 8 campaign in California. Brad Olson has been working with our interest group and others, and has been keeping us informed about developments related to this important issue. On the science front, the Institute of Medicine (IOM) is conducting its first ever report on LGBT health, entitled “Lesbian, Gay, Bisexual and Transgender (LGBT) Health Issues and Research Gaps and Opportunities” http://www.iom.edu/Activities/SelectPops/LGBTHealthIssues.aspx. IOM reports often have had wide ranging influence on policy and practice. This report was commissioned by the National Institutes of Health (NIH). We will be keeping members informed about the public meetings associated with compiling this report. The first was held February 1st and included presentations from APA and other professional organizations. IOM’s only other effort in this area was the 1999 report on lesbian health http://www.nap.edu/catalog.php?record_id=6109 which was edited by SCRA’s own Andrea Solarz, during her tenure at IOM. Andrea also recently had the honor of being mentioned in her role within Prop 8 trial testimony in the Perry v. Schwarzenegger trial Prop 8 trial in California: http://prop8trialtracker.com/2010/01/22/liveblogging-day-9-part-iv/#more-1181. Clearly, the work we do as community psychologists often has unseen or unexpected impacts in the wider world.

For those who are unaware, the LGBT interest group strives to increase awareness of the need for community research and action related to issues that impact LGBT people. It serves as a mechanism for communication, collaboration, and support among community psychologists who are either interested in research, service, and/or policy related to LGBT people and communities, and/or who identify as LGBT or are an ally. If you have interest in LGBT issues and want to become involved, there are plenty of ways to do so, and we welcome new active members.

Finally, if you would like to write a column, please contact us: Maria Valenti, valent60@msu.edu or Rich Jenkins, jenkinsri@nida.nih.gov.

Living Community Psychology

Edited & Written by Gloria Levin, GloriaLevin@verizon.net

Living Community Psychology highlights a community psychologist through an in-depth interview that is intended to depict both personal and professional aspects of the featured individual. The intent is to personalize Community Psychology as it is lived by its diverse practitioners. For this installment, we feature Al Ratcliffe, a senior community psychologist making significant contributions to his local community.

Featuring: Al Ratcliffe

Al Ratcliffe, a senior community psychologist in Tacoma, WA, is interested in community psychology and the role that it plays in improving the lives of individuals and communities. He has been involved in a number of community psychology projects, including the “Living Community Psychology” column, which highlights community psychologists through in-depth interviews. Al has a BA in psychology (1959) from DePaul University in Indiana, an M.A. in psychology (1960) from the University of Illinois at Chicago, and a Ph.D. in psychology (1963) from the University of Illinois at Urbana-Champaign.

Al’s career started traditionally enough; his BA degree in psychology (1959) from DePaul University in Indiana led to a M.A. and Ph.D. psychology program at Louisiana State University (LSU). He chose LSU because it offered the (financially) best assistantship. Al took advantage of LSU’s academic strength and the “environment” in experimental psychology, writing his master’s and doctoral theses in “rat studies.” However, his major was in clinical psychology, leading him to a clinical internship, courtesy of the U.S. Army, at Walter Reed General Hospital, Washington, DC. By this time, Al was married, expecting...
a baby and “the Army internship was the only one I could afford.” The Army’s arrangement was that two years of training, which he deemed excellent, were to be “paid back” by three years of active duty professional service, mostly performed at Madigan Army Hospital outside Tacoma, Washington. Since his dissertation research yielded absolutely no results, he persuaded his dissertation committee to allow him to take the final oral by a long-distance phone call from Tacoma to Baton Rouge instead of taking leave from the Army to travel back to Louisiana.

While at Madigan, Al initiated case consultation to local schools that were dealing with troubled children of military families, recognizing the broad impact of such outreach. The Army also supported his flying monthly to a military base in Central Washington, hitching a ride on Air Force planes, to offer consultation there. Although he considered a military career, he soon concluded that military psychologists were “second class citizens” compared to military psychiatrists. He left the military in 1966, having served his mandatory time commitment.

Convinced of the value of mental health consultation, he relocated to the Mesabi Iron Range in extreme northern Minnesota to work at a consultation-oriented community mental health center (CMHC). Five professionals served a catchment area of 100,000 persons, covering an area of 2,000 square miles. Three days a week, he and his colleagues were in the field providing case consultation services to service providers of all categories throughout the catchment area. Al’s only published research compared outcomes for persons the CMHC served directly with those served indirectly through consultation. Success rates were essentially the same for both groups, with consultation ten times more cost effective because ten times more persons were served indirectly.

Although he was already fully ensconced in the CMHC movement, his inclinations to community psychology found an intellectual framework when he attended a postdoctoral workshop on community psychology, conducted by Don Klein and developer James Rouse in Columbia, MD. “I knew I had a home then.”

Al re-settled his family in Tacoma, Washington in 1969, where he has remained deeply embedded in the community to this day. He was recruited as Executive Director to join a tottering CMHC which consisted of uncoordinated and underfunded affiliate programs and which lacked effective governance. Like many psychologists, he had received no training in business management.

Upon discovering the extent of the CMHC’s administrative and fiscal challenges, he requested volunteers from the Service Corps of Retired Executives (SCORE) who urged that the satellite services be merged and that the diffuse governance be consolidated into one board. The merger was accomplished, but the fiscal challenge remained, due to a limited amount of State and Federal funding. The CMHC’s catchment area included a huge State mental hospital, and many people were discharged from there into the catchment area. However, the State Medicaid program was not then paying for the mental health services needed after their discharge.

Al learned that a Federal government audit of the State Medicaid program had found the State out of compliance because of discrimination against mentally ill Medicaid enrollees. Because the CMHC was in dire straits, he began billing the State for services that it should have been covering. “While we did not endear ourselves to State officials, we were headed for bankruptcy and had nothing to lose. I didn’t care if they liked us; I just wanted them to do their job,” he recalls. Although the State initially refused to pay, the CMHC carried its complaint to the State Attorney General, which eventually led to the State coming into compliance with the Federal regulations. This, in turn, benefitted all CMHCs in the State. His CMHC not only weathered its fiscal crisis but, since then, has grown significantly.

Six stressful years at the CMHC led to burn-out, so Al left that job, without another position but being the sole support of his wife and their two sons. He experienced a period of depression, an eventual divorce and intense self reflection. Feeling it unwise at first to do clinical work, he embarked on a consulting stint. During this period, he lobbied for the state’s CMHCs, assisted in writing grant applications and consulted on Vietnamese refugee resettlement issues for NIMH and a local ecumenical ministry. Having restored his self confidence and having found a lovely office with low overhead in an historic Tacoma house, he started a solo private clinical practice in 1975, concentrating on adults, and joined up with early employee assistance programs.

He also began a long association (1977–2007) with the Joint Commission on Accreditation of Healthcare Organizations as a behavioral health surveyor. First conceived as another stream of income for Al, he soon recognized the consultative and educational potential for his role, as well as contributing to the improvement of the quality of behavioral health care nationwide. His self-developed, computer assisted assessment tools informed the Commission’s eventual development of similar tools.

**While we did not endear ourselves to State officials, we were headed for bankruptcy and had nothing to lose. I didn’t care if they liked us; I just wanted them to do their job.**
community work. His litmus test is always “how useful is this for the community?” As an example, in the 1960s, he responded to local needs when the Boeing Company laid off 60,000 workers, by establishing the first CMHC-initiated food bank. That was handed off later to Tacoma’s Associated Ministries, a group with which Al has been associated for many years. Eventually, he assisted its subsequent transition into the Emergency Food Network that serves all of Pierce County, Washington.

Al planned to retire in 2001 so, to celebrate, he and his wife, Marilyn (a retired junior high school teacher) traveled to China. Upon their return, he realized he was not quite ready to retire so resumed his clinical practice, cutting back to half time. A year later, he officially “retired.” But he is as ACTIVE a retiree as you’re likely to meet, as documented by a peek into his calendar: volunteering weekly at the kitchen for homeless persons; providing consultation as needed to AIDS Foundation case managers; providing brief psychotherapy to persons living with AIDS; evaluating seminary candidates for a Lutheran synod; assisting law enforcement agencies; and serving as a member on numerous community boards and task forces. During summers, he is a volunteer advisor with The Community Toolbox (http://ctb.ku.edu/AskanAdvisor_ratcliffe.htm). “I do what I choose to do. The only difference is that I don’t need to get paid now. I have more time to do community psychology and have less paperwork. I’m having fun.”

To assure a comfortable retirement, Al had funded two Keogh (self-employed) retirement plans, lived frugally, invested shrewdly and saved wisely. He joined a small Rotary Club and has developed a delightful hobby of Native American wood carving. Friends and family are a significant focus of his post-retirement life. Al’s two sons both work in computer systems development. Marilyn and Al’s blended family includes 5 children and 9 grandchildren. He continues his active engagement in the Tacoma community and is contributing to community psychology as a field. “I’m in it because I want to make sure the field is really understood as adding value to community development and improvement. I’m optimistic about the field’s future if it’s visibly useful to the world outside of academia.”

Al’s business card defines his mission: “To deliver psychology by walking around”—an excellent job description for a community psychologist!

(In retirement now), I do what I choose to do. The only difference is that I don’t need to get paid now. I have more time to do community psychology and have less paperwork. I’m having fun.

Although he considers himself, as a generalist, spanning many chronic human needs, he has gravitated clinically to issues of trauma. From his clinical training in emergency interventions, he has long collaborated with emergency responders. He conducts critical incident debriefings of County and City-employed law enforcement officers after incidents involving trauma or discharge of firearms. He also provides individual post-shooting intervention services (psychological first aid and return-to-work clearances) to assist officers as they cope with traumatic incidents. His experience and skills were especially useful following the 2009 assassination of four police officers in a coffee shop in suburban Lakewood, Washington by a lone gunman convicted of prior violent crimes, a traumatizing incident for the law enforcement community and for the public as a whole.

Al has served on several Tacoma city commissions, including the Landmarks Preservation Commission where he worked with local maritime leaders to restore and display an historic fireboat, and the Human Services Commission that advises the City Council on policy and on grant awards to local human service organizations. His main focus has been the local mental health system. For a time, he served as a citizen member of the county government’s mental health system governing board. Currently, he serves as interim chairperson of the mental health advisory board of the first for-profit operated county-level mental health system in Washington State.

More than H.Y.P.E.: Using Rap as a Catalyst for Change

Written by Adia McClellan Winfrey

Black teenage boys are in trouble. Along with the typical social and psychological changes all teenagers must face, Black adolescent boys are confronted with a unique series of developmental events and psychological responses (Winfrey, 2009). Social, cultural, and economic forces manifested in racism and oppression throughout American history have impacted the ability of Black men to assume culturally accepted masculine roles (Gibbs, 2003). The persistence of such barriers to the achievement and expression of manhood has negatively hindered the mastery of crucial adolescent developmental tasks for many Black boys (Lee, 1996). Thus it is not unusual for Black boys to reach adolescence with a basic mistrust of their environment, doubts about their abilities, confusion about their place in the world, and extreme behavioral difficulties (Lee, 1996; Caldwell & White, 2001). These factors may be further complicated by the presence of a mental health disorder, particularly a Disruptive Behavior Disorder (DBD), such as Conduct Disorder (CD).

A fact sheet compiled by the Physicians for Human Rights (PHR) organization in response to the Juvenile Justice and Delinquency Prevention Act of 2002 indicated 77% of youth involved in the juvenile justice system are Black and 90–98% of all offenders have a Conduct Disorder diagnosis (Physicians for Human Rights, 2007). CD is characterized by a persistent pattern of aggression towards people or animals, destruction of property, deceitfulness/theft, and serious rule violations. This group stated culturally competent services that acknowledge and respect the unique qualities, experiences, skills, and backgrounds of Black youth are most effective. Specifically, programs that teach life skills in the context of a youth’s family and community influences have a long standing positive impact (Physicians for Human Rights, 2007); however, few curriculums use a culturally relevant approach to address issues of concern for Black youth. H.Y.P.E.: Healing Young People thru Empowerment (Winfrey, 2009) was created to help fill this void.
H.Y.P.E. is a 12 session group therapy program designed for use with Black teenage boys and young adults aged 13–21, who engage in illegal or non-productive behaviors like selling drugs, receive multiple school suspensions, or have a general lack of ambition. Each session includes pre-selected rap songs spanning 21 years of rap music, from artists representing every region of the United States, which are discussed and processed. While the inclusion of Hip Hop culture as a chief component of the intervention is unique and in some circles controversial, it can be very effective.

Much of the previous research and scholarly discussion about rap music (Johnson, Jackson, & Gatto, 1995) has been highly limited, primarily focusing on negative outcomes that result when one “consumes” rap music. Such studies have attempted to show a correlation between antisocial behavior, rap music, and videos. Much of the backlash directed towards rap music, rap artists, and Hip Hop culture in general has been fueled by outspoken politicians (including Presidential candidates and Senators), political activists, and religious leaders who disapprove of the content in some songs (Dyson, 1996). However, more recently, literature has been published supporting rap music, its ability to empower listeners, and its role in culturally sensitive interventions (Mickel & Mickel, 2002; Tyson, 2002; Winfrey, 2009).

Rap music as we know it today finds its immediate roots in toasting (speaking over reggae music), as introduced in the early 70’s, by DJ Kool Herc, who moved from Kingston, Jamaica to New York City’s West Bronx. Herc introduced his style of d-jing, which involved toasting over the instrumental sections of the day’s popular songs. Because these sections or “breaks” were relatively short, he lengthened them indefinitely by using an audio mixer and two identical records, continuously replacing them indefinitely by using an audio mixer and two identical records, continuously replacing the desired segment. Rap music quickly gained popularity, as it became an outlet for disenfranchised youth to express themselves freely. By 1979, “Rapper’s Delight” by the Sugar Hill Gang, became the first recorded rap song, catapulting the genre to national success (Cook, 1985).

Today, rap is one of the most popular forms of music in America, and it has influenced every facet of American culture, from advertising to language to fashion to interracial relations (Tyson, 2002). Among Black adolescent boys, 97% report “liking” rap music, and more than 50% report buying at least one new CD a month (Tyson, 2002). The fact that the majority of rap and Hip Hop artists are also Black males likely adds to the appeal of the art form among this group, in that the artists personalize their own stories (Elligan, 2000). Beyond its domestic influence, Hip Hop culture, and rap music specifically are also international; thriving Hip Hop scenes can be found in countries all over the world, particularly in regions where people are disenfranchised. It has exceeded all boundaries of race, nationality, language, and socioeconomic status. As a result, Hip Hop is a multi-billion dollar industry (Tyson, 2002).

While processing rap songs and relating them to their own experiences is a major component of H.Y.P.E., participants are also challenged to consider ways oppression has impacted aspects of their lives, while exploring the historical context of problems affecting them today. This includes discussing various pieces of legislation, current events, and often forgotten historical events. Additionally, by the 12th session, H.Y.P.E. participants develop at least one goal, and identify three steps they are willing to take to accomplish it. An optional parent’s group and mentor program are also written into the H.Y.P.E. curriculum, and may enhance the effectiveness of the youth group.

In addition to overrepresentation in the juvenile justice system, also noteworthy is the lack of mental health treatment for Black teenage boys. Specifically, the PHR (2007) reported negative stereotypes and cultural incompetence often lead Black youth to be labeled delinquent, as opposed to emotionally disturbed. And in cases where a treatable diagnosis is given, Black youth are more often referred to juvenile justice rather than mental health treatment. To increase the availability of treatment through widespread dissemination, a pilot has been designed to evaluate H.Y.P.E. training, facilitation, and the effects of the program on participants.

H.Y.P.E. was implemented twice by the program developer at a Wisconsin Department of Corrections (DOC) juvenile corrections facility. Youth who participated in H.Y.P.E. reported enjoying the group among their peers and DOC staff, and staff psychologists were supportive of the program and its implementation. However, its effectiveness is yet to be evaluated. In order to address some of these limitations, a Let’s Get H.Y.P.E. Symposium is being planned, and is tentatively scheduled for the summer of 2010 in Atlanta, Georgia. The aim of this two-day symposium is to train future H.Y.P.E. facilitators from different parts of the country, as the need for programming to engage Black adolescent boys is in high demand. In addition, symposium participants will be trained to complete pre- and post-evaluation measures which will be used to evaluate the program.

Several issues have been identified as impediments to adolescent development, and can often be seen in negative and self-destructive values, attitudes, and behaviors all too prevalent among this young population. The result has been academic underachievement, unemployment, delinquency, substance abuse, homicide, and disproportionate incarceration for Black adolescent boys (Lee, 1996). Although the problems are vast and longstanding, it is hoped that through culturally-sensitive interventions like H.Y.P.E., which reach youth using rap music, many of these harmful values, attitudes, and behaviors can be challenged and reversed. Additionally, since many service providers for the target population are required to use evidence-based practices such a classification could increase the use of H.Y.P.E. This may further augment effective culturally sensitive therapeutic services to an underserved population.

References


Public Policy

Edited by Nicole Porter

Prioritizing Policy in Community Research and Action

Written by Nicole Porter & Valerie Anderson

Greetings from the Public Policy Committee! There have been many developments over the past few months within the committee that we are delighted to share with the readers of The Community Psychologist. Most notable is the committee’s work to accomplish several initiatives over the next year. This column will provide an outline of the ambitious projects on which committee members have been working.

The Policy Marketplace

The most exciting news we have to report is that the executive committee is endorsing that Division 27 takes specific policy stances on relevant issues through the use of policy briefs and other means. One mechanism to forward this goal is the Public Policy Marketplace, which is being designed to build a long-term web space for the collection, development, and instantiation of community psychology related policy briefs. There has been much discussion over the past few months about the web format, as well as the direction of these policy briefs or white papers. The committee is currently gathering SCRA-specific policy briefs that will serve as exemplars and working templates. The key pieces of a SCRA-specific policy brief should include an executive summary, a clear definition of the topic, information on time sensitivity and contextual factors, a critique of the various policy options, and a policy recommendation and implementation plan. To make these briefs distinct from a traditional policy approach, the committee has recommended that researchers include the relationship of the policy recommendation to the core values of community psychology. We believe that the unique values that community psychologists share should be integrated and reflected within the formation of these briefs. Once these decisions are finalized, the briefs will be posted on the policy link of the SCRA website.

As discussed by Mark Aber, Steve Howe, and Nicole Porter, the direction this project may take is through the adoption of a three-tiered system. The first-tier would include works in progress that utilize a forum for feedback and editing. Only SCRA members would have access to these briefs. The second-tier would include finished products that others can look to as templates. These will be vetted by the Policy Committee and the EC Policy Subcommittee. A decision has yet to be made as to whether these templates will be available to members only or will be publicly accessible. The third-tier would include policy briefs that represent official SCRA policy stances. These would be publicly accessible and determined on a case-by-case basis through the executive committee. This is an unprecedented and historically significant movement in SCRA.

Policy BioFeed

A project with extraordinary far-reaching potential that the committee is working on is the development of a publicly searchable database for policymakers to connect with community psychologists conducting policy-relevant research. This database will host research profiles including a short biography, representative publications, contact information, and a link to personal webpage. As well, a list of items to incorporate in the search engine of the BioFeed include: name, affiliation(s), location, and keywords reflecting areas of expertise. The committee is brainstorming ways to integrate the feed either into the SCRA website, the APA Government Relations Office, or create an affiliated freestanding website that members and policymakers can easily navigate. The committee would like to thank Scot Evans for his advice and support in this endeavor.

Policy Curriculum

The committee is currently still collecting syllabi and training materials. Over the next few months the committee chair and the curriculum coordinator plan to create an online course designed to train community psychology graduate students and early career professionals in using their policy-relevant research to impact various levels within the public policy process. There has also been discussion and enthusiasm around the idea for a SCRA sponsored course, as well as an Advanced Training Institutes (ATI) policy course at APA or the SCRA Biennial.

AJCP Special Issue

The committee is pleased to announce that we have received approval by the editors of the American Journal of Community Psychology to go forth with a special issue on public policy. The editors of this special issue include Nicole Porter, Steve Howe, and David Julian. They plan to begin recruiting articles this summer, so please be on the lookout for a call for papers in the upcoming months. There is also a policy handbook in development in the future Springer community psychology book series.

Regional Update

Edited by Bernadette Sánchez

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Northeast Region Coordinators Sudha Wadhwani, Psy.D., Michele Schlehofer, Ph.D., Anne Brodsky, Ph.D. and Lauren Cattaneo, Ph.D. worked together over the winter months to prepare this year’s SCRA Northeast Regional Conference. At the time of this writing, the conference is around the corner, and is set to include posters, papers and symposia on a wide range of stimulating topics on research and practice in Community Psychology. Our keynote speaker is John Draper, Director of the federally-funded Lifeline Network in New York City, and an expert on the role of crisis lines in community health. We look forward to sharing the details of the conference in the next update!

In March Dr. Sudha Wadhwani will end her three-year term as regional coordinator. We thank Sudha for all her hard work on
Salutations from the School Intervention Interest Group. In this installment, we continue to feature perspectives on interdisciplinary collaboration from individuals outside of the discipline of community psychology. This article was written by a fellow member of the Mental Health Education and Integration Consortium (MHEDIC). MHEDIC is a national organization that promotes interdisciplinary workforce development in school mental health and seeks to support change through our own collaborative action and research. We are pleased to share this article on interprofessional collaboration written by a MHEDIC colleague, Liz Mellin, from the Department of Counselor Education, Counseling Psychology, and Rehabilitation & Human Services at Pennsylvania State University.

Liz’s contribution defines “interprofessional social capital” and uses types of social capital—bonding, bridging, linking—to explore the challenges and opportunities of interprofessional collaboration in school mental health. The interprofessional landscape of school mental health is riddled with turf issues that challenge the traditional disciplinary identities, roles, and functions of school mental health professionals. Differing perspectives among school mental health professionals relating to what services should be delivered and who should deliver services can create significant barriers to service provision. Community psychologists possess a unique skill set for negotiating differing values, priorities, and perspectives among diverse stakeholder groups. This article presents an innovative framework rooted in the familiar concept of social capital to highlight potential roles for community psychologists in fostering collaboration among various professional groups in school mental health.

Interprofessional Social Capital: A Lens for Collaboration between School Counselors and Community Psychologists

Written by
Elizabeth A. Mellin,
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Interprofessional collaboration between schools and communities is increasingly regarded as a promising strategy for supporting positive youth development and addressing nonacademic barriers to learning such as poverty, family problems, and social-emotional issues (Anderson-Butcher, Steetler, & Midle, 2006). These and other concerns are often interconnected across school, family, and community systems. Recent educational (No Child Left Behind Act, 2002) and mental health (New Freedom Commission on Mental Health, 2003) reform initiatives recognize the interdependence of such issues across systems and acknowledge that no profession can effectively address the needs of youth in isolation. Interprofessional collaboration can help promote positive youth development by engaging additional resources for prevention and intervention (Bemak, 2000), alleviating pressures on overtaxed school systems (Weist, Axelrod, Flaherty, & Pruitt, 2001), and improving service coordination (Brown, Dahlbeck, & Sparkman-Barnes, 2006).

Consistent with the social justice values of both school counseling (Lopez-Baez & Paylo, 2009) and community psychology (Flaspohler, Anderson-Butcher, Paternite, Weist, & Wandersman, 2006) the integration of efforts to address educational inequalities has also been noted as an important benefit of collaboration (Trusty, Mellin, & Herbert, 2008). Regardless of its promise, however, clearly articulated theories that conceptualize interprofessional collaboration are scarce (Forbes, 2009). The purpose of this brief article, therefore, is to introduce interprofessional social capital (Forbes, 2009) as a lens for conceptualizing, and capitalizing on, the potential of collaboration across professions.
Interprofessional Social Capital

In many schools and communities where problems are increasing and resources are decreasing, social capital can be particularly powerful for supporting learning and positive youth development (Warren, 2005). Social capital is a concept that has received much theoretical and empirical attention (Forbes, 2009). Although definitions of social capital vary, many conceptualizations describe resources located within social relationships (Halpern, 2005) characterized by trust and cooperation (Gittell & Vidal, 1998) that facilitate the pursuit of shared goals (Putnam, 1995). These definitions are consistent with the spirit of interprofessional collaboration which emphasizes shared decision-making and responsibility across professions to meet goals that could not be achieved by practicing in isolation (Mellin, 2009). As Halpern (2005, p. 159) argues, in schools, “social capital becomes a lubricant of knowledge transfer and development” (Halpern, 2005; p. 159).

In addition to describing the general concept of social capital, theorists have also described different types of social capital that can help guide conceptualizations of collaboration across professional groups (Forbes, 2009).

**Bonding.** Bonding social capital refers to social connections characterized by strong ties among individuals and groups such as family members, neighbors, close friends, and colleagues (Cullen & Whiteford, 2001). This type of social capital typically describes homogenous groups (Halpern, 2005) of people who are familiar with one another (Gittell & Vidal, 1998). In terms of interprofessional collaboration, bonding social capital refers to strong ties professionals have to their home professions or schools/organizations (Forbes, 2009). Bonding social capital may be observed in professionals who limit interactions to persons within their own profession or school/organization, resist implementing new knowledge from other professions, or limit professional affiliations (e.g., membership in professional organizations) to those which strengthen exclusive professional identities (Forbes). This type of social capital can be assessed by examining the extent to which individuals are tied exclusively to their profession and how strong affiliations with restricted professional groups, schools, and/or organizations limit the development of new ideas, assets, and resources that can facilitate change (Forbes). Although this type of social capital can strengthen professional identity and school/organizational allegiances, it may also reinforce profession-centrism, or the idea that the paradigm of one professional group is more legitimate than others (Pecukonis, 2008). Professional socialization practices and service delivery structures that reinforce professional autonomy, competition, and stereotypes about other professions (King & Ross, 2003) often build bonding social capital but threaten interprofessional collaboration.

As a result, the potential for interprofessional collaboration may be jeopardized; professionals such as school counselors and community psychologists, for example, may fail to appreciate the value of one another as potential partners in addressing issues that impact educational and developmental outcomes for youth such as poverty, family problems, and social-emotional issues.

**Bridging.** Bridging social capital links heterogeneous people and groups who are normally not typically familiar with one another (e.g., different regions of the country, faith traditions, cultures; Gittell & Vidal, 1998). These social connections are commonly characterized by weaker ties (Forbes, 2009); however, they are outward looking (Halpern, 2005) and facilitate connections for exchanging new ideas (Cullen & Whiteford, 2001). Specific to interprofessional collaboration, bridging social capital refers to the connections among individuals from varying professional groups (Forbes). This type of social capital can be observed in individuals who span traditional boundaries to engage in training, practice, and socialization with other professions, schools, and/or organizations (Forbes). Based on training and standards of practice that emphasize collaborative action (Flaspohler, Anderson-Butcher, Paternite, Weist, & Wandersman, 2006), community psychologists might be particularly well-positioned to help build interprofessional bridging social capital. Community psychologists, for example, could help build interprofessional bridging social capital by directly addressing the underlying tensions among professions (e.g., helping each profession better understand the history and contexts of profession-specific socialization practices) and through providing strategies that simultaneously acknowledge the unique assets of each profession and build professional communities which are committed to acting together to support learning and positive youth development.

**Linking.** Linking social capital describes social connections that link individuals in different power or status positions (Cullen & Whiteford, 2001). More directly, this type of social capital describes the links among people with disproportionate authority, status, or resources (Halpern, 2005). Power is a frequent theme in the literature on interprofessional collaboration; many maintain that authentic collaboration among professionals can only occur when each collaborator is empowered through authority that is based on the knowledge and skills of each collaborator rather than positions or titles (D’Amour, Ferrada-Videla, Rodriguez, & Beaulieu, 2005). In terms of interprofessional collaboration, linking social capital may be observed in collaborations that are grounded in shared leadership, mutual respect, and open communication (Forbes, 2009). Interprofessional teams in schools that deal directly with the power differentials among members (e.g., decision-making differences between school counselors and school psychologists) and develop strategies for productively addressing those disparities (e.g., granting authority based on competencies rather than title) are building linking social capital.

Another key issue related to linking social capital is how directly power inequalities among school professionals, community members, and families are confronted and managed (Warren, 2005). Although much of the literature emphasizes the importance of shared power with youth and families as partners in school-community collaborations, recent research suggests that, in practice, professionals do not regard youth and families and important members of interprofessional collaborations (Mellin, Bronstein, Anderson-Butcher, Amorose, Ball, & Green, in press). School counselors, who are encouraged to take leadership roles in developing school-family-community collaborations (Trusty et al., 2008), could help build linking social capital by leading critical discussions with school professionals that challenge traditional assumptions about how youth and families should be involved in schools, examine how school policies and practices discourage family involvement, and build the capacity of school professionals to support the meaningful involvement of youth and families in interprofessional collaborations.

**Conclusion**

Common practice wisdom embraces interprofessional collaboration among professionals as a promising strategy for addressing nonacademic barriers to learning and broadening efforts to support youth (Anderson-Butcher et al., 2006). Despite its potential, theories that provide a context for understanding and intervening in collaborative practices are scarce (Forbes, 2009). Interprofessional social capital may provide a useful lens for conceptualizing collaboration between professionals in schools and communities (Forbes, 2009). Bonding, bridging, and linking interprofessional social capital...
capital can be used to examine the extent to which professionals such as school counselors and community psychologists adopt exclusive professional identities, connect to other professionals to capitalize on new ideas and assets, and/or link to others who hold varying power or status positions (Forbes, 2009). Interprofessional social capital as a theoretical lens for collaboration provides a starting place for professionals who are navigating collaboration between school and community professionals. This theory may be particularly useful to community psychologists (who are often relative outsiders in schools) as a conceptual framework for both understanding and intervening in issues that might jeopardize the promise of interprofessional collaboration.

References


Edited by Fernando Estrada & Lindsey Zimmerman

The SCRA Website, the Community Toolbox, and YouTube

Written by Lindsey Zimmerman, SCRA National Student Representative

Many SCRA student and non-student members have expressed an interest in how best to bring community psychology practice and education to the web. Already available is the comprehensive resource, the Community Toolbox (http://ctb.ku.edu/en/), which includes Web 2.0 functions such as RSS feeds, Twittering, and online workstations, in addition to thousands of pages of how-to information for communities to address local problems. Still, as a field it will be important to find additional ways to effectively present the values, action, and scholarship of SCRA using new interactive web-based technology.

At the 2009 biennial, the Community Toolbox working group reported exponentially increasing use of the Toolbox website from users around the world. Based on the interest represented by this data, as SCRA national student representative, I proposed that it may be helpful to add even more accessible community psychology content using videos hosted on YouTube, which can be posted by community members and hyperlinked to the Community Toolbox and SCRA website (www.scra27.org). Because digital video recording technology is becoming more and more available, linked video content may be a highly affordable medium to drive “non-member” traffic to the SCRA website and the Community Toolbox in our increasingly interactive age. Change strategies detailed in the Toolbox text could be hyperlinked to videos posted by community members showing how they applied the material in their own communities and in their own languages. Community psychologists could begin to use the same procedures to choose terms not just for hyperlinks, but also for “search terms,” often called “metadata” or “tags,” that return the videos via search engines such as Google. Setting up search terms and hyperlinks are separate technical processes, but coordination of video posts with our other SCRA online resources is possible and it may be beneficial to organize SCRA’s web presence around the core competencies of our field.
I posted on the SCRA Website (directions for access via my SCRA profile are below) a brief proposal of potential ways to choose search terms and hyperlinks between videos of community education and practice, according to the 16 Community Toolbox Core Competencies, which the Toolbox website refers to as “Doing the Work.” I created a file that lists these 16 core competencies and potential shortened search terms/hyperlinks. I am soliciting feedback from SCRA members about what might be important for us to consider so that SCRA is presented accurately in any video media posted to the web under our collective name. For example, I vetted this proposal with the University of Kansas Community Toolbox working group and they proposed use of videos to illustrate concrete tasks such as conducting a focus group. For example, the Toolkit on “Assessing Community Needs and Resources” contains a link to the section on “Conducting Focus Groups,” which could have significant added value when represented by a simple YouTube video. “How to” videos may be very helpful to practitioners in the field, yet we need to determine what would encourage members to generate and participate in a SCRA video channel. SCRA members who may also have other web-based organizational strategies to propose, or community psychology terms that are absolute “must haves,” please send me your input via our SCRA website.

Enlisting the web to build online sense of community and collaboration between SCRA members should be a priority. On the SCRA website home page is an events calendar, member blog entries and comments, the “Current Issue” American Journal of Community Psychology RSS feed, SCRA Twittering, and several handy quicklinks. Already available for members on the SCRA website is membership-level access, which incorporates additional social networking components in the directory beyond what is available for the general public. Signing-in as a SCRA member on the upper left-hand corner of the window, and clicking on the community tab link, will provide a page with a “Members Only” box on the right. In addition to access to active SCRA interest group pages, members can click on Member Resources to renew membership and sign up for one of the SCRA list-servs. According to the SCRA Membership Directory accessed from the Community tab and the “Members Only” box, there are 1175 SCRA members, of whom nearly half, 547 (46%) are students! Please log-on to the SCRA website and add your own information and photo to your online SCRA profile and get connected to other SCRA students and members. To build our online community, it would be nice to see more photos in the directory, which would evidence more active student participation in this SCRA technology. You can get quick access to your profile in the upper left-hand corner where you sign-in by hovering your mouse over your name. On your profile you can provide helpful information for other SCRA members, such as your expertise, interests, other associations with whom you work, and for fellow SCRA members there is the option to link your profile to other social networking accounts such as Facebook and Skype, or your website. You can access the Membership Directory, click on the student link on the right-hand side of the webpage and scroll through all the SCRA student members. If you come to my profile, please view the PDF named “CommToolbox-YouTube Metadata Proposal 12-6-09.pdf” and send me a message with your thoughts about how to develop a catalog of SCRA videos on the web, the search terms proposed, and particularly the benefits and limitations of using the YouTube channel format, which can have a direct feed on our SCRA website. The benefit that I see to posting videos on YouTube, is to link those interested in the active programs and interventions of community psychologists directly to Community Toolbox content and the SCRA website. Videos can document community psychology endeavors that may otherwise never have been linked to our discipline and our existing online resources. Please weigh-in on whether and how SCRA members would participate in linking YouTube videos as proposed, as we will want to launch any new SCRA web media with careful consideration to maximize success. Thank you!

Mid-Winter Meeting Report
On February 25th and 26th the SCRA Executive Committee, including your student representatives, met for the Mid-Winter Meeting in Chicago. I learned of several exciting initiatives and working groups active in SCRA! Four announcements from the meeting are likely to be of immediate interest to student members. The first is that the executive committee is aware that there have been issues with SCRA membership renewals. If you have noticed that your membership has lapsed please renew right away. SCRA is working out identified glitches in membership renewal and is working to transition to calendar-year (January to December) annual renewals, as well as inquiring about the potential to set-up voluntary automatic renewal options for members in the future.

The second announcement from the Mid-Winter meeting was that SCRA students will be coordinating a student mixer at the APA Convention August 12–15 to brainstorm about how to collectively move forward from the efforts of SCRA’s Hyatt Hotel Subcommittee who organized with dozens other APA divisions and successfully moved SCRA’s APA Convention programming away from the San Diego Hyatt due to the lead financial role of owner, Doug Manchester, in the electoral initiative to deny same-sex marriage in California. More details will follow, but we hope to use this mixer to connect with other social justice oriented APA student members at the convention.

Third, the SCRA executive committee substantially increased funding for student travel awards in the next fiscal year and we are grateful for this commitment to students! Fernando, myself, and the other student leaders of SCRA, Oliwer Dziadkowiec, Pia Stanard, Tiffany Jimenez, and Victoria Chien, will be announcing submission deadlines for these awards on the SCRA website and via the SCRA student list-serv. Please stay involved online for more details.

The last announcement is that the 2011 SCRA Biennial will be held in Chicago from June 15–19. We look forward to seeing you there! ☺

Women’s Issues

Edited by Susan Wolfe & Michèle Schlehofer

Muslim Immigrant Women and Intimate Partner Violence in the United States

Written by Abeer Khayat, Marshall University

The United Nations High Commissioner for Human Rights has stated that violence against women is pandemic (Pillay, 2009). More than 12.4% of the US population are immigrants from other countries and, of these US residents, one survey estimated that immigrant women experience a higher incidence of intimate partner violence (IPV) at rates between 40% and 48% (Gupta, Acevedo-Garcia, Hemenway, Decker, Raj, & Silverman, 2009, p. 462). This suggests that sustainable community-based solutions will often depend on recognizing both the etic and emic cultural aspects of this
violence and yet, with very few research studies on this subject, an American Psychological Association (2004) publication declared that domestic violence statistics on “the prevalence of relationship violence in the ethnic minority community are unreliable” (p. 14). Only recently has IPV been acknowledged in the Arab world as a social problem; therefore, research studies in this population are almost nonexistent (Jaghab, 2005) and there is a dearth of reliable data regarding Muslim women living in the United States.

Cultural Considerations

Women who are victims of IPV appear to share some common attitudes which may serve as barriers preventing them from escaping a violent relationship. They often blame themselves for the violence (Almosaed, 2004; Cascardi & O’Leary, 1992), feel socially isolated (Hassouneh-Phillips, 2001; Zanipatin, Welch, Yi, & Bardina, 2005), and perceive themselves as financially dependent (Conyers, 2007; Rabin, Markus, & Voghera, 1999; Sheikh, 2008).

Although these attitudes are common across cultures, their impact and manifestation are often culturally unique. For example, in terms of financial dependence, it is almost always the case that Muslim women have never lived outside their natal family or their married family. In traditional Muslim culture very few women work outside the home, either by choice or because of societal norms and family pressure. Even modern Muslim women who are highly educated and employed in well-paying jobs still submit to the mindset that the man controls the money and financial decisions, regardless of who actually earns the money (Rabin, et al., 1999).

Similarly, with regard to social isolation, in their countries of origin, many Muslim women are not allowed by law to drive or venture out alone. In Muslim culture, women only associate with women, even at events attended by both husbands and wives (Hassounah-Phillips, 2001). At the mosque, they pray separately, and at community meals they often eat separately. Therefore, when abusive Muslim husbands deny their wives transportation or “permission” to go to “sister meetings,” having no Muslim women to socialize with means both emotional and physical isolation. Immigrant Muslim women often live a continent away from their families, with the added layer of difficulty involved in obtaining travel documents and permission to travel to reach their family support system. Because Muslim cultural teaching suggests that women who need help in domestic difficulties go first to two people whom they trust, one of each family, someone from the family of the wife and the family of the husband, they feel stymied when their families are not available to counsel with or to console them, as described in the 35th Qur’anic verse (Ayah) of the Al Nisa chapter (Surah):

If ye fear a breach between them twain, appoint (two) arbiters, one from his family, and the other from hers; if they wish for peace, Allah will cause their reconciliation; for Allah hath full knowledge, and is acquainted with all things. (Ali, 1999, p. 196)

Other stressors and barriers to help-seeking that immigrant women face have unique implications for Muslim women. Limited English proficiency may hamper their ability to ask for assistance even when they know their legal rights and that services are available to them (Zanipatin, et al., 2005). Moreover, acculturative stress, which Edelson, Hokoda, and Ramos-Lira (2007) describe as the psychic conflict people feel when the norms from their first culture seem to conflict with the norms from the current culture, is greater when the home culture has laws and customs supporting a power differential between men and women. Muslim women often hold religious beliefs regarding marriage that perpetuate victimization (Clift, 2008; Hassounah-Phillips, 2001; Hassounah-Phillips, 2003) by encouraging acceptance of the perpetrator’s religious justifications (Btoush & Haj-Yahia, 2008). Thus, in this case, the conflict arises between culture of origin norms which encourage acceptance of wife beating and the new cultural norms which press for a very different response to victimization.

A Muslim woman’s religious views about marriage may supersede her concern about domestic abuse. Marriage is equal to her religious life. She cannot be religious or have a social life without being married and she cannot be married in her culture without being religious. Muslim women are taught to believe that maintaining their religious faith will result in eventual improvement in the circumstances of their marriage (Hassounah-Phillips, 2001). Many Muslim women rightly view their religion as a source of strength. However, in many cases, these views may make them more vulnerable to abuse when they believe that this earthly life is of little importance and that they will be rewarded in Heaven, because Allah will reward those who suffer (Hassounah-Phillips, 2003). Such religious beliefs leave little reason to leave an abusive relationship when victims believe that being a good wife while being battered is tantamount to righteousness, because the Qur’an declares that good women are obedient (Tindale, 2006).

There are only a very few verses in the Qur’an (Ali, 1989; Ali, 1999) that address wife-beating. Many Muslim men refer to these verses to justify beating their wives. In Islamic communities, most of the socio-legal discussion on wife-beating revolves around the 34th Qur’anic verse (Ayah) of the Al Nisa chapter (Surah). Compare the following two English translations:

(a) As to those women on whose part ye fear disloyalty and ill conduct, admonish them, refuse to share their beds, and beat them. (Ali, 1989, p. 183)

(b) As to those women on whose part ye fear disloyalty and ill-conduct, admonish them (first), Next, refuse to share their beds, (and last) spank them (lightly) (Ali, 1999, p. 195).

Among the four schools of interpretation of the Holy Qur’an, opinions range “from viewing Islam as condoning wife beating to one where the phrase beat them is found to mean many things, but not hitting” (Ammar, 2007, p. 524).

A majority of both men and women (60–62% across several studies) believe that wife beating is justified under certain circumstances including talking back, deliberately disobeying, misbehaving in public, not doing household chores properly, not having a meal ready, going out in public alone, disrespecting the husband’s family, or improperly caring for the children. (Almosaed, 2004; Btoush & Haj-Yahia, 2008; Khawaja & Barazi, 2005; Khawaja, Linos, & El-Rouieheb, 2008).

Based on their cultural experience in their own country, many Muslim women do not believe that anyone can or will help them in their violent situation (Kulwicki & Miller, 1999; Sheikh, 2008), particularly in the absence of their extended family. Muslim women who are victims often fear legal or immigration consequences for reporting abuse to authorities, distrust many governmental agencies and are ignorant about the role of various U.S. agencies in the event of domestic violence. In addition, fears brought about by perceptions of, or actual experiences with, anti-Muslim sentiment after 9-11 are also a likely barrier to help seeking (Childress, 2003; Clift, 2008; Mujahid, 2009; Smith, 2008). Since 9-11, when authorities became suspicious of Middle-Eastern foreign nationals,
domestic abuse has risen in the American Muslim community (Childress, 2003; Clift, 2008; Kwan, 2008; Mujahid, 2009). It is apparent that social sentiment towards people of Middle-Eastern descent and the Muslim faith changed after 9-11; what is not apparent is that there is actually a twofold response to the anti-Muslim sentiment, one for Muslim males and one for Muslim females. Living in a society that is constantly alert to the possibility of the next terrorist attack, many Muslim men feel American eyes viewing them suspiciously, with additional prejudice and fear, adding one more excuse for their domestic aggression as they take out their frustration abusively toward their wives (Childress, 2003). Muslim women have increasingly chosen not to ask for help so as not to bring attention to themselves for fear of being suspected of being part of a terrorist group (Kwan, 2008). Especially, for women who cover themselves, even their dress points out their religious affiliation, so instead they seek to be “invisible” by not asking for the help they so desperately need.

The Role for Community Psychology

The practice of community psychology can contribute significantly to improving the situation for Muslim women, and for other immigrants who are victims of IPV. Ammar (2007) emphasized the need for better understanding and respect for Islam by advocates serving U.S. Muslim victims of domestic violence so that interventions can be found that are culturally acceptable and also effective.

There is a critical need for domestic violence awareness and prevention programs as well as culturally and linguistically sensitive educational programs (Kulwicki & Miller, 1999). In the United States, unlike the countries of origins for many immigrants, the legal system does not condone or institutionally ignore IPV and, even if they disagree, immigrants must be made aware of the potential consequences of violence.

For immigrants, however, domestic violence is a deportable offense (Smith, 2008). When immigrant women call the police and testify against their husbands, it may mean that they will never see their husbands again, because their husbands could be deported. American couples do not face this decision. It is necessary for advocates to fully recognize the cultural significance of marriage. For these abused wives, the concept of being a single, divorced Muslim woman is religiously unacceptable (Clift, 2008).

Kulwicki and Miller (1999) found that available shelters for battered immigrant women are culturally inappropriate for Muslim immigrant women. The locations are often inaccessible for women who may not drive or have access to automobiles. The staff members are not bilingual and not knowledgeable of specific needs for Muslim women or educated about Muslim views of wife beating and male superiority. Moreover, the concept of a women’s shelter is so “foreign” to women who grew up in countries that have none, that perceiving and believing that they even exist, let alone that they could be helped by going to one, is nearly impossible for them. Immigrant women may feel a deep cultural shame added to their wariness of official agencies that prevents them from seeking help (Sheikh, 2008). A strong case can be made for the need for immigrant women who live in the United States with their husbands to have more help learning English, not just for acculturation, but also for self-empowerment to be able to ask for help especially in domestic violence situations.

References

Pillay, N. (2009, March 6). A day to celebrate the power of women. USA Today.
SCRA Nomination Statements

Below are brief statements from our candidates. For longer versions, please visit: http://www.scra27.org/blogs/scracandidates2010blog

President-Elect

Jim Cooke,
University of North Carolina at Charlotte

Over my 30 years on the faculty at UNC Charlotte, I’ve helped address community needs through direct service, creating partnerships, engaging students (MA, Ph.D. and undergraduates) in the community, and conducting applied research and program evaluation. I want SCRA to help potential students, community members, psychologists (including APA), and policymakers to better understand the contributions of community psychology, helping us expand our numbers, our collaborative actions, and our impact on society. Let’s expand our reach!

William Neigher,
Atlantic Healthcare

Our reputation: “highly relevant, highly invisible.” To change? Build alliances with organizations and funders that share our values. Tap members talent turning experience into engagement. Create an endowment; double membership, fund projects we believe in. From working with the UN, NIMH, U.S. Senate to struggling nonprofits, I’ve learned to make sustainable change, shifting creaky gears. To achieve our vision of strong global impact, market our value proposition to enhance employment and mission opportunities. Visit: williamneigher.com

Secretary

Michele M. Schlehofer,
Salisbury University

Hello! I am pleased to be nominated for the position of Secretary. I am a former student representative, chaired the women’s committee, and most recently am serving as a first-year regional coordinator (Northeast). If elected, I will continue Jean Hill’s efforts to clarify SCRA’s policies and procedures, and keep careful records of Executive Committee activities. Thank you for considering me.

Sandra Y. Lewis,
Montclair State University

One important role of SCRA’s Secretary is documenting organizational history and creating organizational memory. This is accomplished by maintaining records and coordinating policy and procedure development. Since the ability to review our history is essential for forward movement, the Secretary is a key person in SCRA’s continuity and growth. I believe the commitment and skills I demonstrated as Co-Chair of the 2009 Biennial would support SCRA’s mission to prevent community problems and foster empowerment.

Regional Network Coordinator

Seema Shah,
Annenberg Institute for School Reform

Building upon my experience as a northeast regional coordinator, I would like to support and expand activities such as conferences and informal get-togethers, not only for those new to the field, but also for community psychologists in different phases of their career, working in a range of settings. In addition, as a researcher at an international education non-profit, I’m especially committed to SCRA’s efforts to build both local and virtual networks among community psychologists worldwide.

Susan Dvorak McMahon,
DePaul University

As Psychology Professor at DePaul University , I have served in many leadership roles, including University IRB Chair, Community Psychology Program Director, Chair of SCRA Council of Education Programs, and SCRA Regional Coordinator. If elected Regional Network Coordinator, I would promote education, connections between education and practice, opportunities
for engagement, and access to our field in order to facilitate growth of the size and impact of our field. For more information about me, please see: http://las.depaul.edu/psy/Programs/GraduatePrograms/ClinicalPsychology/People/ClinicalPsychologyFaculty/index.asp

Regina Langhout, University of California, Santa Cruz

My name is Regina Langhout and I have been an Assistant Professor at UC Santa Cruz since 2006. My PhD is from the University of Illinois at Urbana-Champaign (2001). I study empowerment in schools and neighborhoods. If elected, I will build upon the wonderful work of Bernadette Sánchez, supporting the US-based regions and also facilitating conversations globally, as we have much to learn from our colleagues around the world. For more about me, see http://people.ucsc.edu/~langhout/.

Member at Large for Early Careers

Chakema Carmack, Penn State University

My interests include practical approaches to creating and evaluating community interventions aimed at reducing minority health disparities. I intend to work within SCRA for community mobilization toward ‘Healthy People 2020’ goals, through both science and practice. Health behavior impacts all communities and SCRA is an excellent catalyst for change. I also serve as a link between SCRA and APA early career folks to help increase membership in those populations.

Chiara Sabina, Northeastern University

I am a tenure-track faculty member at Penn State Harrisburg and teach in the master's program Community Psychology and Social Change. I joined SCRA in 2001 and served a 3-year term as Northeast Regional Coordinator, which allowed me, with others, to plan the SCRA sessions at the annual Eastern Psychological Associations meetings. I would bring these skills to the MAL Early Career position, and work to support recent graduates in their academic and applied careers.
SOCIETY FOR COMMUNITY RESEARCH & ACTION  
Membership Application

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May we include your name in the SCRA membership directory?
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☐ Disabilities Interest Group
☐ Interdisciplinary Linkages Committee
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☐ Women’s Issues Committee

The following questions are optional, but they do help us to better serve our members:

What is your gender? _______________________
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Do you identify as a sexual minority? __________
Do you identify as disabled? _________________
How did you hear about SCRA membership?

__________________________

Membership Dues:
☐ SCRA Member $60.
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☐ International Member $50.
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You must be 65 or older, retired, and a member of SCRA Division 27 for 25 years to qualify for this rate. Senior members will receive The Community Psychologist but not American Journal of Community Psychology.

Payment:
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Please mail this form along with payment for your membership dues to:

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ABOUT THE Community Psychologist

The Community Psychologist is published four times a year to provide information to members of the SOCIETY FOR COMMUNITY RESEARCH AND ACTION. A fifth Membership Directory issue is published approximately every three years. Opinions expressed in The Community Psychologist are those of individual authors and do not necessarily reflect official positions taken by SCRA. Materials that appear in The Community Psychologist may be reproduced for educational and training purposes. Citation of source is appreciated.

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Articles, columns, features, Letters to the Editor, and announcements should be submitted as Word attachments in an e-mail message to the Associate Editor at: dj5775@yahoo.com. You may also reach the Editor by e-mail at mariachu@hawaii.edu or by postal mail at Maria B.J. Chun, UH Department of Surgery, 1356 Lusitana Street, 6th Floor, Honolulu, HI 96813. Authors should adhere to the following guidelines when submitting materials:

- **Length:** Five pages, double-spaced
- **Images:** Images are highly recommended, but please limit to two images per article. Images should be higher than 300 dpi. Photo image files straight from the camera are acceptable. If images need to be scanned, please scan them at 300 dpi and save them as JPEGs. Submit the image(s) as a separate file. Please note that images will be in black and white when published.
- **Margins:** 1” margins on all four sides
- **Text:** Times New Roman, 12-point font
- **Alignment:** All text should be aligned to the left (including titles).
- **Color:** Make sure that all text (including links, e-mail, etc.) are set in standard black.
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- **Graphs & Tables:** These should be in separate Word documents (one for each table/graphs if multiple). Convert all text in the graph into the consistent font and font size.
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UPCOMING DEADLINES:


SUBSCRIPTION INFORMATION:

The Community Psychologist and the American Journal of Community Psychology are mailed to all SCRA members. To join SCRA and receive these publications, please send form and credit card payment information or check to: SCRA (Div 27), 4440 PGA Blvd., #600, Palm Beach Gardens, FL 33410. Membership dues are $30 for student members, $60 for United States members, $50 for international members, and $15 for senior members (must be 65 or over, retired, and a member of SCRA/Division 27 for 25 years). The membership application is on the inside back cover.

CHANGE OF ADDRESS:

Address changes may be made online through the SCRA website <www.scra27.org>. Address changes may also be sent to SCRA, 16 Sconset Neck Rd., #290, Fairhaven, MA, 02719. Email: <office@scra27.org>. APA members should also send changes to the APA Central Office, Data Processing Manager for revision of the APA mailing lists, 750 First St., NE, Washington, DC 20002-4422.