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SCRA Interest Groups

AGING:
The Aging interest group focuses on the productive role of aging in the community and the prevention of mental health problems in the elderly.
Chair: Margaret M. Hastings, (312) 663-0040

CHILDREN AND YOUTH:
The Children and Youth interest group facilitates the interests of child and adolescent development in high risk contexts, especially the effect of urban poverty and community structures on child and family development.
Chair: Mark Aver, (217) 333-6999
maber@js.psych.uiuc.edu

COMMUNITY ACTION:
The Community Action interest group explores the roles and contributions of people working in applied community psychology settings.
Chair: Paul Speer, (908) 923-5012
pspeer@utc.edu

COMMUNITY HEALTH:
The Community Health interest group focuses on health promotion, disease prevention, and health care delivery services as they relate to the community.
Chair: Steve Gozin, (703) 422-3562
sgoizin@fau.edu

DISABILITIES:
The Disabilities interest group promotes understanding of the depth and diversity of disabilities issues in the community that are ready for research and action; and influences community psychologists' involvement in policy and practices that enhance self-determination, personal choice, and full inclusion in the community for people with disabilities.
Chair: Karla Krogh, (610) 693-4684
kroghi@oue.utronto.ca

LESBIAN/GAY/BISEXUAL/TRANSGENDER (LGBT):
The LGBT interest group increases awareness of the need for community research and action related to issues that impact LGBT people; and serves as a mechanism for communication, collaboration, and support among community psychologists who are either interested in research/service/policy related to LGBT people and communities and who identify as LGBT.
Founding Chair: Gary Harper (773) 325-2056
gharker@pumap.depaul.edu

PREVENTION AND PROMOTION:
The Prevention and Promotion interest group seeks to enhance development of prevention and promotion research, foster active dialogue about critical conceptual and methodological action and implementation issues, and promote rapid dissemination and discussion of new developments and findings in the field.
Chair: Robyn Miller, (312) 413-2038
rmiller@uic.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: Sherry Hamby, (207) 853-1010
shhamby@dlris.union.edu

SCHOOL INTERVENTION:
The School Intervention interest group addresses theories, methods knowledge base, and setting factors pertaining to prevention and health promotion in school.
Chair: Martha Kline, (203) 789-7645
mlkline22@aol.com
Joseph Zara, (513) 556-5341
joseph.zara@uc.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: Larry Davidson - larry.davidson@yale.edu

STRESS AND COPING:
The Stress and Coping interest group aims to preserve the Society's ties to a historically important area of research and to facilitate communication among researchers in this area and with other community psychologists.
Chair: Kay Kanasty, (724) 357-5599
kanasty@grove.edu

UNDERGRADUATE AWARENESS:
The aim of this interest group is to promote awareness of community psychology among undergraduate students and to increase student involvement in community psychology.
Chair: Thom Moore, (217) 333-0041
thmoore@js.psych.uic.edu

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Editor's Column

Shelly P. Harrell
Pepperdine University

The Special Feature Section in this issue, "Community Psychology and Public Policy", includes a set of papers that should be sources of pride and inspiration to our field. A familiar criticism of community psychology is that we talk a lot about, but do little to impact, the broader sociopolitical context central to our theory and rhetoric. However, this TCP issue presents some work that demonstrates how interdisciplinary collaborations and utilization of community resources in our activities can inform policy and social action in substantive ways.

This issue also includes reports from all of the SCRA Regional and International Coordinators as well as contact information. Members are encouraged to initiate and participate in local SCRA activities.

I am pleased to include the first article in a new TCP column, Reflections on the Field. This column will serve as a place for community psychology "elders", students, and those of us in-between to ponder and reflect on our work, experiences, observations, and concerns. The column was stimulated by conversations with Chris Keys and Jim Kelly. The inaugural piece was written by Jim Kelly. Submissions are invited for future issues. Please contact me if you have ideas (sharrell@pepperdine.edu)

Descriptions of additional graduate training programs are included in this issue to supplement information provided in the Fall 1999 TCP. Also, subsequent to publication of the Fall issue it came to my attention that there were points of confusion resulting from editorial changes made to the original report and tables (e.g., data tables and program descriptions were referenced as Appendices in the text and not labeled as Appendices at the end of the article). We apologize for any confusion this may have caused readers and to the authors who worked so hard on collecting and describing an impressive amount of data.

Upcoming TCPS: The Membership Issue is in the works. Information on member interests and expertise will be included. If you have not returned your Presidential Survey with this information please email Janet Singer (scra@telepath.com), our Membership Coordinator, with a brief listing of your primary areas of interest and expertise (ASAP!). Inclusion of this information will facilitate identification of shared interests and networking among members. Also, if you have any reason to believe SCRA does not have your current contact information (including email address), please also forward this information. The Spring 2000 TCP will include a Special Feature Section on "International Community Psychology" co-edited by Chris Sonn and Ingrid Huygens. The Summer 2000 TCP will be an open issue with the goal of presenting a mosaic of innovative and cutting-edge work in community psychology. Members are encouraged to submit brief articles (5-8 double-spaced pages) for consideration by May 1, 2000. The Fall 2000 issue will feature work and thinking relevant to "Liberation and Oppression". Rod Watts is the editor for this issue. Please contact him (rwatts@condor.depaul.edu) if you are interested in submitting.

As always, SCRA Committees and Interest Groups are encouraged to submit columns for any TCP issue. If you have an idea for a column, please contact the appropriate interest group or committee chairperson or column editor. We would like to include columns from a broader range of interest groups in future TCP issues.

SCRA WEB PAGE
http://www.apa.org/divisions/div2

SCRA LISTSERV

The SCRA Listserv enables SCRA members and others to engage in stimulating discussions. It also provides access to job postings, grant opportunities, and information about SCRA events. To subscribe, send your e-mail to: LISTSERV@LISTSERV.UIC.EDU. Leave the subject area blank, and in your message area type: SUBSCRIBE SCRA-W <yourfirstname><yourlastname>.

SCRA WOMEN'S LISTSERV

The SCRA Women's Listserv enables SCRA members and others to access the best source of information and comment relative to women in SCRA. It is also the main source of communication about issues relating to the SCRA Committee on Women.

SCRA STUDENT LISTSERV

The SCRA Student Listserv is student initiated, run and maintained. Steve Russos, from the University of Kansas deserves credit for the listserv's audacious start. The SCRA Student Listserv also has "social coordinators," who will implement special events on the listserv, like having a "guest of the month," to elicit Q&A, etc. To subscribe, send your e-mail to: listproc@ukans.edu. Leave the subject area blank, and in your message area type: SUBSCRIBE S-SCRA-L <yourfirstname><yourlastname>.
WE'RE MAKING A DIFFERENCE ON THE NATIONAL POLICY SCENE

by Andrea Solarz

As most of you are aware, I’ve made a career of being an “inside-the-beltway” policy wonk. I first became involved in policy work while I was in graduate school, working on research projects related to juvenile justice and to adult corrections policy. I also had the rather extraordinary experience of conducting research on homelessness with the State of Michigan Department of Mental Health and co-chairing the governor’s Task Force on Homelessness, a group focused on implementing policy changes designed to reduce risk of homelessness. From there I set my sights for Washington, D.C., to serve as an APA Congressional Science Fellow for a year, an experience that had me working on Capitol Hill in the offices of Senator Tom Harkin and in the Senate Subcommittee on the Handicapped. By then, I was definitely “sold” on the idea of having a career in the public policy arena, which I have indeed had ever since, working both as a lobbyist on behalf of behavioral science, and in policy-focused “think tanks.”

Through these experiences, I’ve gained a real appreciation for the relevance of national policymaking to the conduct of research and for the development and support of community-based programs. At the same time, however, I’ve been frustrated to see how few psychologists are actually familiar with the policy world. There sometimes appears to be a misperception that one must come to Washington in order to be involved in public policy, or must take a position as a lobbyist or advocate. As the articles in this special issue of The Community Psychologist clearly illustrate, this is certainly not the case. There are, in fact, many avenues for becoming involved in policy, and for making one’s work relevant. I believe that it behooves all of us to understand the relevance of our work for policy, and to understand the policy context that affects our work. Once we do that, we can take the next steps to assure that our work gets considered in relevant policy activities, and that support for our important work continues.

As a division focused both on research and action, SCRA has a commitment to being involved in the public policy arena. However, some of you may not be aware of all of the policy-related work that SCRA does on behalf of the membership (in no small part because we don’t always do a very good job of publicizing our activities!). Over the past couple of years, especially, the level of our involvement has increased and broadened into new arenas. These activities are summarized in the following section. In addition to the activities identified here, please note that we are continuing to build our efforts to increase opportunities for members to be involved in our policy-related activities (e.g., the possible development of an interest group and a listserv for people interested in public policy).

SCRA Activities on the Policy Front

We have reinvigorated our Social Policy Committee. Thanks to Brian Smedley, the current Policy Committee Chair (and Tony Biglan, his predecessor), the once moribund Social Policy Committee has become an active force over the past couple of years, working to increase SCRA members’ awareness of and responsiveness to public policy concerns. Much of this work of late has involved advocacy to urge greater support for community-focused research at federal research agencies.

I’m delighted to report that Sarah Cook (Georgia State University) has agreed to serve as the chair-elect of the Policy Committee. Sarah has considerable experience in linking community research with public policy concerns, and has experience in working with Congressional and federal agency offices through her experience as an intern in APA’s Public Policy Office.

We have solidified our connections with the APA Public Policy Office. We have worked recently to strengthen our connections with the APA Public Policy Office (PPO), working with both the Public Interest and Science staffs. PPO is responsible for educating Congress about the importance of behavioral science research and working to ensure that psychological research is brought to bear in the formulation of federal public policy; increasing federal support for psychological research; and enhancing public awareness about the importance and contributions of psychological science.

Why is it important for us to have a strong relationship with this office? Because having this relationship helps us to have our “voice” included in the work of the office. Since APA is such a large national organization with established credibility, and speaks for so many members, they are a more powerful voice in Washington than we can be on our own. As a result, we increase the potential impact of our work substantially when we collaborate with them. Over the past year, APA staff have begun to come to us much more frequently to identify experts and to seek our input or feedback on policy issues.

We have increased communication with the membership about national policy issues. As those of you on the listserv are aware, we have increased our communication with the membership about important federal legislative and regulatory developments relevant to the division, including by posting action alerts from APA’s Public Policy Office. This has included alerts about an amendment to the federal Freedom of Information Act making data from federally-funded research projects available to the public, as well as calls for comments on the NIMH strategic plan and on the organization of the grants review office at the National Institutes of Health. I strongly encourage members to join the listserv so they can receive these time sensitive postings.

We have undertaken a 3-year interdivisional initiative to build strength-based policies for children, families, and communities. As we’ve reported a number of times already, SCRA is working closely with Division 37 (Child, Youth, and...
Family, Services) of APA on a long-term initiative to promote the development of strength-based policies for children, families, and communities. This project has several components. First, we are working on a book that reviews both the science base related to what is known about the impact of a wide range of adverse conditions on children, families, and communities, and the implications of that knowledge for policy. Second, we have received a contract from the federal Center for Mental Health Services to produce a summary volume of the book that will be geared toward policymakers, agency staff, and the interested public. This summary will be used as an advocacy tool to promote strengths-based policies. Finally, we will be undertaking an extensive advocacy and educational effort to promote strengths-based policies. These efforts will include briefings on Capitol Hill, the development of briefing sheets, educational and advocacy efforts with policymakers, and the like. At the APA Division Leadership Conference, which President-Elect Cary Cherniss and I recently attended, there was a lot of enthusiasm about this initiative among the presidents and presidents-elect of several other APA divisions; it’s clear that we can look forward to enlisting them in our future advocacy and educational efforts.

We have provided written comments on proposed federal policies and regulations. SCRA has taken an active role in working to assure that the perspectives of our members are reflected in federal policies and regulations related to the conduct and funding of research. In comments we submitted about the National Institute of Mental Health Strategic Plan, we noted that the plan could benefit from a greater emphasis on research to illuminate social, environmental, and other contextual factors that strongly influence health, mental health, and behavior, and urged an integrated approach to mental health research that addresses phenomena across variables ranging from the social or ecological to the molecular level. SCRA also submitted comments about the proposed reorganization of the scientific study sections at the National Institutes of Health (NIH) and the process for review of research proposals. This reorganization has important implications for any researcher receiving funding through the NIH institutes. Among other things, SCRA’s letter called for clearer and expanded definitions of the proposed Integrated Review Groups to more appropriately reflect areas where community research proposals will be reviewed.

When calls for input or action come over the SCRA listserv, I urge members to attend to them and consider responding. Some members have indicated to me that they haven’t responded in the past because they didn’t think we really wanted their input (e.g., because they felt that they were too junior). Let me make it clear, however, that we are interested in all thoughtful input from the membership, whether from students, junior faculty, senior faculty, or community members. So, the next time you see a call for comments that interests you, don’t be shy about responding!

We have increased our representation on APA Boards and Committees. Each year, approximately 1,500 nominations are received for individuals to serve on APA Boards and Committees. Only about 120 appear on the final ballot, and only about 40 are ultimately selected to fill open slots. These entities are important because they help to set policy directions for APA and because they sometimes generate important initiatives that have an impact on national policy. This year, we undertook a much more systematic approach to identifying potential SCRA members for these Boards and Committees and advocating for their support (e.g., submitting letters of endorsement detailing the qualifications of the nominees). I’ve now learned that at least four SCRA members have recently been elected to APA Boards and Committees for terms beginning in 2000. These include Meg Bond (Committee on Women), Pat Tolan (Committee on Children, Youth, and Families), Gary Harper (Committee on Psychology and AIDS), and Melvin Wilson (Board for the Advancement of Psychology in the Public Interest). Needless to say, I’m happy to see the division so over represented!

We have provided Executive Committee members with advocacy training. Thanks to an interdivisional grant from APA, we will be conducting an advocacy training for SCRA Executive Committee members immediately prior to our mid-winter meeting. The training will provide skills for providing input into the policy making process and will include visits to Congress. It is expected that the training will increase the capacity of the division to be involved in policy-related activities, and to work to advocate on behalf of strength-building policies. Also participating in the training will be members of the executive committee of Division 37 (Child, Youth, and Family Services) of APA, as well as several authors from the “Strength-Based Policies” book.

Other News

NMHA/CMHS Initiative. I’m pleased to announce that SCRA has agreed to enter into a consultant agreement with the National Mental Health Association (NMHA) to be part of a Technical Assistance Expert Consortium developed to support the NMHA Safe Schools/Healthy Students Action Center (SSHSAC). The SSHSAC is a federally-supported project to provide technical assistance for grantees of the School Violence Prevention Initiative program funded by the federal Center for Mental Health Services (CMHS), the U.S. Department of Education, and the U.S. Department of Justice, as well as to grantees of several related programs supported by CMHS.

We have agreed to provide expert assistance in such areas as: (1) safe school environments, policies, and practices (2) alcohol, drug, and violence prevention and early intervention, (3) school and community mental health preventive and treatment intervention services, (4) evaluation, and (5) cultural competence. Over the next several months, we will be soliciting members to include in the pool of experts (consultants will be paid for their services). As additional information becomes available, I will post it over the listserv, as well as in future issues of TCP. In the meantime, please feel free to contact me if you are interested in participating in, or would like to learn more about, this project.
Membership Directory. We are in the process of developing our third biennial membership directory. This directory is a terrific resource for the membership, making it much easier for members to connect with one another. When it arrives, you'll want to keep it in a handy spot on your desk!

Membership Surveys. We received quite a few completed surveys in response to the Presidential mailing this fall. My thanks to those of you who responded. If you didn't respond, it's not too late! If you can't locate your copy of the survey, just go to our website [www.apa.org/divisions/div27](http://www.apa.org/divisions/div27) and download a copy to complete and return. I'll be summarizing the results of the surveys in a future issue of the TCP.

**Regional Coordinators' Column**

Regional Network News, Edited by Paul A. Toro

Presented here is a set of reports from various US and international regions. In addition to allowing us to share what's happening in each region with the SCRA members in that region, we believe that these reports will also be of interest to SCRA members everywhere. I think you'll see that community psychology continues to be a vibrant field in many places throughout the nation and the world. We are hoping to make this sort of "regional news" column an annual feature in TCP. We also are planning to post the current reports and all future reports on SCRA's web page [http://www.apa.org/divisions/div27](http://www.apa.org/divisions/div27) (look under Regional & International Activities).

New Regional Coordinators Found, More Needed. Below I've listed the contact information for all current Regional Coordinators (RCs), both from the US and abroad. RCs serve three-year terms, with the bulk of their efforts generally concentrated in the second year. All the "old-timers" among the RCs and I want to extend an especially warm welcome to our new first-year RCs. Anyone interested in becoming an RC for next year? All regular members of SCRA are eligible. We're in the process of identifying interested persons who would begin as RCs in August, 2000. If you'd like to learn more, please get in touch with me (contact information immediately below) or one of the RCs in your region (see listing).

Paul A. Toro, SCRA Regional Network Coordinator
Department of Psychology, Wayne State University
71 W. Warren Ave., Detroit, MI 48202
(313) 577-0806 (voice), (313) 577-7636 (fax), ptoro@wayne.edu (e-mail)

Northeastern Regional News, by Judy Primavera

First of all kudos to Jack Tebes and the organizing committee for bringing such an exciting and fun Biennial to New Haven last June. A good time was had by all!

And speaking of conferences, mark the date March 24, 2000 on your calendars for the SCRA Northeast region mini-conference at the annual meeting of the Eastern Psychological Association in Baltimore, MD. This year we have expanded our program to a full day of posters, papers, innovative sessions, symposiums, and an invited address by SCRA President Ken Maton. Many Northeast SCRA members have expressed a desire to make the mini-conference an annual event. The fact that we were able to expand from 1999's half-day event to a full-day of activities in 2000 (even with the both the 1999 SCRA Biennial and the 1999 APA Convention in the northeast) suggests that we are well on our way to reinstating an annual Northeast conference. For SCRA mini-conference information, contact Judy Primavera (contact information below). For more general EPA information, contact Gary Brosvis [EPAXO@aol.com](mailto:EPAXO@aol.com) or visit the EPA website [www.easternpsychological.org](http://www.easternpsychological.org). Hope to see you all in Baltimore for the Northeast mini-conference!

Southeastern Regional News, by Sarah Cook

The Southeast Region has enjoyed a busy and productive year, marked by strong graduate student enrollment, successful faculty recruitment, and capped off by yet another wonderful and thought-provoking Eco-Community Conference, this year hosted by the University of South Carolina.

Several programs have welcomed new faculty either directly into community psychology programs or indirectly via overlapping interests. North Carolina State University now enjoys Roger Mitchell as a colleague in Human Resource Development. North Carolina - Charlotte recruited Ryan Kilmer from the University of Rochester, and the University of South Carolina hired several new faculty, including Lorraine Taylor, a developmental psychologist from the university of Virginia and Julie Mendez, a clinical-school psychologist, both of whom have strong interests in prevention. Certainly, these new hires indicate a continuing if not growing interest in graduate training in community psychology and an increasing acknowledgment of the importance of community-level prevention interventions.

The Eco-Community Conference was held October 22-24 outside of Greenville, South Carolina at the Eastern Continental Divide at Camp Greenville on top, and I mean exactly on the top, of a mountain. The temperatures dipped to the forties and the wind created quite a chill but the atmosphere was warm and inviting. The only distraction from planned events was the occurrence of an Indian Princess outing of approximately 25 6-7 year old girls and their fathers. Several conference participants looked wistfully at the arts and crafts tables, horseback riding and other activities, but were able to resist temptation and managed to attend most conference sessions. It was noted that the Indian Princess had semi-permanent rights to the most luxurious cabins. Regardless, the conference was packed with over 30 individual sessions including workshops, interactive discussions and traditional-style presentations (as much tradition as one gets at Eco). All were outstanding and illustrated exciting work happening throughout all programs in attendance.
Georgia State University, University of South Carolina, University of North Carolina-Charlotte, and North Carolina State University. Edison Trickett delivered a wonderful keynote, "The Heuristic Value of a Context-Centered Community Psychology," that fit the conference's theme: Considering Context: Implications for Communities in the New Millennium. Other highlights included a vocal performance by Folami Prescott-Adams (Georgia State University) which set a marvelous tone for the entire weekend's events, except of course for the Braves loss to the Yankees, observed by most conference participants at some sort of billiards establishment in Brevard, North Carolina.

Last, I would be remiss if I didn't note Georgia State's successful bid to host the 2001 Biennial Conference. Our working theme is Achieving Human Rights: Social Change in the 21st Century. We are all excited to welcome SCRA members to Atlanta and are busily preparing for your arrival.

Midwestern Regional News, by Susan D. McMahon

The Midwestern Region has continued to engage in many collaborative and community-building activities. Highlights from the past year include MPA, the Eco-Community Conference, and progress toward developing Community Action Research Centers. Additional Midwest activities include people gathering for the annual Chicago Cub's game outing, and festivities that occurred in conjunction with the Winter Executive Committee Meeting, also held in Chicago.

Midwestern Psychological Association (MPA; May, 1999). The annual affiliated meeting of the Society for Community Research and Action, held during the MPA Conference, is always an opportunity to bring people together from the entire region to share their work and ideas. Last year's conference was a success, as usual, and we are gearing up for MPA 2000. The call for MPA 2000 papers has been completed, and we have seen an increase in proposals compared to last year. Over 20 proposals have been received, involving over 30 presenters. Thus, we can look forward to a full day of activities at Chicago's Palmer House, including post-conference festivities at Berghoff's, on May 5th!

Eco-Community Conference (October, 1999). This year's Eco theme was "Back to the Community: A Revival." DePaul University sponsored the conference this year, and several exciting changes were made in planning Eco '99. Although many of those who traditionally participate in Eco may appreciate the environmental context of camping and being surrounded by nature, this year's graduate student planning committee decided to bring the conference "to the people", given that most who attend live in the Chicago area. Thus, the conference was held at the Double Tree Guest Suites Hotel in Downers Grove. The conference was implemented with class, and there was a fabulous gourmet dinner on Saturday night. Not too many seemed to regret the city surroundings and the comforts of the hotel when it was cold and rainy on Saturday morning. The graduate student planning committee also created an innovative web page to market the conference and provide information for registration and proposals. Bob Newbrough, from Vanderbilt University, gave the keynote address "A Woods Hole for Community Research." Over 75 people attended the conference and there were over 20 presentations given.

Community Action Research Center & Other Community-Building Activities. Several community psychologists in the Midwest have engaged in planning activities to support the development of Community Action Research Centers (CA-RCs). The mission of the CA-RC is to "transform the university and local community by creating partnerships that engage in mutually cooperative projects that use the best of practice, theory, research, and policy and to apply that to improve community life or solve community problems." Bob Newbrough has directed efforts toward this end, coordinating a task force of people in Chicago, the University of Kansas, and the University of Puerto Rico. The Chicago CA-RC Task Force has set several goals to increase communication and collaboration between people in various universities and communities in Chicago who are interested in community psychology. Initial steps have included monthly dinners at various Chicago restaurants and possibly developing a Chicago Community Listserve. If you are interested in becoming a co-owner of this listserv, please e-mail Susan McMahon at scmcmahon@wpost.depaul.edu. Dialogue and collaboration regarding the CA-RC has occurred at many conferences, such as MPA, APA, Eco, and the Biennial, so if you are interested, please join us!

Rocky Mountain/Southwestern Regional News, by Richard Roberts

As a way to introduce myself, and some of the community Psychology activities occurring here at Utah State University, I will describe one of our current projects as well as let people know of our efforts to create a community psychology emphasis in our Professional/Scientific Ph.D. Psychology program. We are actively seeking graduate students interested in this area and have support through our grant activities for graduate stipends and assistantships that involve students in frontline activities in research, evaluation and community development. One example of our current work is the Early Intervention Research Institute's "Opening Doors Into Rural Communities" (ODRC) project. This project, funded by the Maternal and Child Health Bureau, is investigating effective service integration strategies for young children with disabilities and/or special health care needs and their families. Project staff are working with local task forces in a consortium of four rural communities that have demonstrated leadership and vision in service integration: Augusta, Maine; Jefferson County, Missouri; Pocatello, Idaho; and Lewiston, Idaho. We are assisting them to continue their service integration efforts by providing: (a) technical assistance; (b) seed money over and 18-month period; and (c) a collaborative process to evaluate their efforts.

ODRC is using a participatory evaluation model that includes researchers, administrators, direct service providers and fami-
lies as equal members in the evaluation process. Together the
team works through the entire process from identifying the
evaluation questions to collecting, analyzing, interpreting the
data and disseminating the results. As our teams in the com-

munities have agreed, 'Evaluation should be something you
do to yourself because it gives you an idea of where you are
and where you are going!' Rather than waiting for a state or

federal monitoring visit, many programs are beginning to in-
corporate this type of participatory evaluation model into their
long-term program plans.

Four evaluation measures have been developed and imple-
mented across all four ODRC communities: 1. the Commu-
nity Service Map, which assesses whether community link-
ages expand or change as a result of ODRC activities; 2. the
Community Self-Assessment, which tracks changes on the
GPRA (Government Performance and Reform Act) outcomes
identified for children with special health care needs; 3. the
Family Telephone Survey, which assesses family satisfaction
and participation in services; and 4. the Service Integration
Matrix, which examines the types of collaboration that exist
in the community. These measures are being implemented 18
months apart to assess the impact of ODRC service integra-
tion efforts. To date, each of the participating communities
has completed at least the first round of assessment and is at
work on their action plans in moving the effort forward.

In addition to the above activity, a monograph called Opening
Doors Through State Interagency Coordinating Councils-A
Guide for Parents, Communities and States was recently com-
pleted under this same project. Currently, copies are being
disseminated in all 50 states to promote service integration at
the family, community and state levels. Additional copies of
this guide may be obtained for $4 including postage. To re-
ceive the guide and/or more information on the ODRC pro-
ject, contact this writer (Richard Roberts).

Western Regional News, by Maria Chun

Aloha from Hawaii! Hi, I'm Maria Chun, the second year
SCRA western regional coordinator. I am a senior analyst at
Hawaii's legislative auditor's office and teach part-time at Ha-
waii Pacific University. I am also a graduate of the doctoral
program in community psychology at the University of Ha-
waii at Manoa. This is the first of two newsletters I plan. The
next one should be out in mid-Spring, 2000.

I hope to provide you with some interesting information as
well as notices and updates on activities in our region, which
includes Hawaii, Alaska, California (southern and northern),
Oregon, and Washington. I only have old information on the
representatives of these various subregions. I will update this
in the next newsletter. This issue of the newsletter will fea-
ture happenings in Hawaii, but in the future newsletter I
would like to include as much information as possible from
the other states. Here is some news on upcoming events in
2000:

Western Psychological Association Conference, April 13-16,
2000 at the Portland Mariott, Portland, OR
For more information: http://www.westernpsych.org or con-
tact Donald Pannen, WPA Executive Officer at (253)752-
9838 or pannen.wpa@worldnet.att.net. Note that there will
be two sessions at the conference especially designed for
SCRA members and others interested in community psychol-
ogy. One will be an informal meeting on developing com-
munity psychology in the West. The other will focus on dis-
cussing the future of community approaches in our region.
Look for further details on these events in the WPA program.
We're hoping to expand our presence at WPA in 2001 (which
will take place in Hawaii), possibly having a day-long pro-
gram devoted to community psychology. Our new RC, Mary
Prieto-Bayard, is also considering a meeting of community
psychologists in southern California sometime in the year
2000. Her contact information is listed below, if you're inter-
rested in learning more.

California Psychological Association Conference, March 23-
26, 2000 at the Fairmont, San Jose, CA
For more information: http://www.calpsychlink.org or call
(916) 325-9786

At the time of this newsletter, I couldn't locate information on
what was happening in 2000 with the other states. But, here
are ways to contact them:

Alaska Psychological Association, P.O. Box 241292, Anchor-
age, AK 99524-1292/ (907) 344-8878

.org or call (808)394-0388

Oregon Psychological Association, http://www.opa.org or
call (503)253-9155

wapso.org or call (425)712-1852

Communication within the Western Region. It would be
great if we could increase communication with members of
the region as much as possible and to identify some areas of
interest. Part of our lack of communication has a lot to do
with the fact that we are so widespread geographically. Some
of the ways other regional coordinators have promoted "com-
munity" within their regions are to have "mini" community
psychology conferences or symposia within larger state
and regional conferences. Also, to increase communication
among all regions, consideration has been made to place this
newsletter on the SCRA website [http://www.apa.org/]
(divisions/div27/). These and other ideas are being reviewed
as a result of an informal regional coordinator meeting at the
SCRA conference this past June.

One area I that is probably of interest to all the regions is
identifying non-academic jobs for community psychologists.
Since I conduct management audits, I can provide information
on necessary skills that just happen to fit nicely with the train-
ing we receive in community psychology. I hope that others in our region can send me information about interesting jobs that I can include in a future newsletter.

At the 1999 SCRA Biennial Conference at Yale, there were many exciting and informative sessions at the biennial conference. I noticed that one of the topics that appeared to be of most interest and importance, especially to the students, was what type of jobs someone with a degree in community psychology can hope to find. Those individuals who were interested in jobs outside of academia voiced a specific concern. I participated in a session with two other speakers who work outside of academia. One was a city councilwoman with a consulting business and the other was a community activist. Since our speaking time was so brief, many of the students wanted more information on what types of jobs are available and what type of skills are needed for those jobs.

I conduct management audits (sometimes referred to as performance audits) which involves examining the effectiveness or efficiency of programs that receive state funds. The office is administratively attached to the Legislature and the state auditor. Either through legislation or initiation by the auditor, our office conducts various types of management and fiscal reviews. I have worked on audits that included managed care, welfare reform, special education, billings and collections at mental health clinics, and even custodial services. The turnaround time for each audit or study is approximately 6 months. During this time we review the request, develop our scope, objectives, and methodology, conduct fieldwork, analyze our findings and issue the report. Our work is not only shared with the audited agency and the Legislature, but it is also released to the public.

Every state has some type of audit office. You can either contact me if you would like more information about auditing or you can go to either of the following websites: http://www.nilpes.org or http://www.ncsa.org. Note that I have just recently taken a new government job, as the director of the Slice Waste and Tape (SWAT) project. We are charged with cutting back on governmental red tape. Our primary focus will be on streamlining administrative rules.

Skills helpful for management auditing include: (1) writing skills, the ability to clearly and concisely explain complex, voluminous materials; (2) analytical skills, the ability to identify the problem(s) and develop basic, yet sound ways to study the problem; (3) background in statistics and research methodology, the knowledge of basic sampling techniques for the development of survey instruments and checklists for file reviews and the knowledge of both quantitative and qualitative analysis; (4) ability to meet deadlines, very important because information is worthless if it is not timely; (5) people skills (sense of humor and patience), since you may encounter individuals who narrowly perceive a psychologist's role as limited to providing therapy; (6) flexibility and innovation, since you will need to keep finding ways to incorporate what you learned in community psychology at your workplace; and (7) keeping in touch with other community psychologists; when you've "made it," help other community psychologists who are interested by setting up possible practicum or internship opportunities, teaching part-time and collaborating on projects to maintain that scientist-practitioner relationship.

Community Psychology in Hawaii is centered around the Community and Culture Concentration (CCC) program at the University of Hawaii's Department of Psychology. The concentration is a graduate specialization leading to the Ph.D. in psychology. There are four graduate faculty and one affiliate. Currently, there are 8 students in the CCC. For additional information on the CCC and other community psychology training programs throughout the world, see SCRA's web page [http://www.apa.org/divisions/div27/](http://www.apa.org/divisions/div27/) (look under the 1999 Survey of Graduate Training Programs).

Asian/Pacific Regional News, by Toshi Sasso

Community psychology is alive and well in Asia (e.g., Japan, Korea, Taiwan, China, Singapore, Malaysia); however, the field does not exist as such. In the case of Japan, where I am currently working as faculty in a university's psychology department (this being my third year in Japan), a professional association was recently inaugurated in March 1998 as the Japanese Association of Community Psychology along with its association publication (Japanese Journal of Community Psychology). Prior to this formalization, however, two dozen psychologists, mostly in the clinical and applied social areas, had been meeting annually on a regular basis (since late 60s). Out of this informal research and practice group came the organization. As I understand it, community psychology has gone through four major stages of development in Japan (see Ando, 1989, 1998). The focus of the field for all these years has been primarily on community mental health and consultation in the schools and organizations, and more recently in medical settings. Research and/or practice in a broader context such as a whole community or town based on ecological principles and prevention, have not been common, however. This could be attributable to several factors including: (a) few courses in community psychology are being offered at the university level, (b) Japan as a society has been filled with unusual criminal cases (e.g., teen murderers, cult-related incidents, bullying in school), and thus the approach has been predominantly treatment-oriented, (c) the public image of psychology in Japan has been associated with clinical or counseling psychology, and (d) prevention, though recognized as a promising approach, has received relatively little attention in psychology, or even in medical and dental practice.

Based on my contacts, the situation in Korea and Taiwan seems very similar to that in Japan. In some of these countries, there are few if any who have been formally trained in community psychology or related fields. For example, dealing with more pressing needs or actual problems (e.g., HIV infection, substance abuse, poverty, natural disasters, the elderly) is more of a priority. Nonetheless, I anticipate more and more students will be introduced to the principles of community psychology in these countries.
In my current institution (International Christian University), I have been teaching an advanced seminar course in community psychology for upper-division psychology majors and graduate students. Starting April 2000, this course will become a formal course in community psychology. This new course is currently being planned with another course on campus (An Introduction to Service Learning) to see if enrolled students will be able to engage in some hands-on community-based fieldwork. At the University of Tokyo, where I teach part-time, I have also taught a graduate course titled "Social Psychology of Prevention." Through these courses, I received some comments like: "Oh, I didn't know there was a field like this!" "What are the job prospects for this kind of work?" "So it's not all clinical." Fortunately, three of my honors students will be applying to graduate programs in community psychology in the US this coming year. They have the opportunity, after returning to Japan, to further promote community ideas here.

I will continue to encourage people with an eye toward promoting personal and institutional exchanges among community-based researchers and practitioners within Asia and across the continents. One of our Japanese community psychologists has recently visited Dr. Newbrough at Peabody College, and I would heartily welcome this kind of personal contact, as well as more formal exchanges such as those at the Biennial.

References

Australian/New Zealand Regional News, by Christopher Sonn

There had been quite a lot of activity in this region of the world. The critical community psychology conference was held in Sydney earlier this year. We also had a number of different scholars with an interest in community and cultural psychology visit this side of the world.

The 6th National Australia conference was held in New Zealand/ Aotearoa in June 1998. The theme for the conference was "Global Perspectives, Local Action." A report based on that conference will be printed in an upcoming international column in TCP. Meanwhile, Ingrid Huygens (Waikato University, Hamilton, New Zealand) and Chris Sonn (Edith Cowan University, Perth, Australia) are preparing a special issue on community psychology in an international context for TCP.

The inaugural student-centred community/environmental psychology conference was held in Perth in July 1999. The first theme was Sense of Community. The School of Psychology sponsored the conference at Edith Cowan University. The aim of the conference was to provide a forum for students to showcase their research and to explore research and practice issues. Helen Le Gresley, a final year community/environmental student and Dr Moira O'Connor co-chaired the conference while different students chaired symposia and group discussions. Participants included staff, students, from different universities and also members from community agencies. The conference was planned, organized and run by students for students. Students' needs were paramount, while staff had support roles. The conference was a great success and enjoyed by all. The conference evaluation showed that students felt their needs were met, it allowed them opportunities to develop networks, and gave them a forum to showcase their work. The presentations that were delivered are being collated and will be posted on a website in the future. We are planning the second conference for next year and will post details on the SCRA listserv.

European Regional News, by David Fryer

Members of the European Network of Community Psychology (ENCP) aim to promote Community Psychology in Europe through research, publication, teaching and methodological development and to provide reliable information on pressing social questions whilst raising fundamental issues and critical questions. The annual ENCP meeting has previously been held in Lisbon, Vienna and Munich. Stirling in Scotland was chosen as the venue of the 1999 meeting of the European Network of Community Psychology (ENCP). Delegates traveled to Stirling from Austria, England, Germany, Italy, Norway, Portugal and Spain for a meeting on 26-27 August.

At the Stirling meeting, delegates debated the future expansion of the network; possibilities for developing contacts with US, Australian and other international groups; development of an ENCP web site; possible links with the Journal of Community and Applied Social Psychology; and decided to explore the potential for a European Masters in Community Psychology. ENCP members expressed their gratitude for financial support for the meeting from the British Psychological Society (Scottish Branch) and the University of Stirling. Delegates also engaged in detailed planning of the III European Conference on Community Psychology, entitled "Community action, empowerment and health promotion," to be held 11-13 September 2000, in Bergen, Norway and also started planning future ENCP events in Berlin, Germany, and Valencia, Spain. The meeting also included debate on core theoretical, methodological and empirical issues in Community Psychology, stimulated by three inputs.

Firstly, members of a locally-based mental health expressive arts project, REACHOUT, ran a participatory workshop that included examples of their work in video, music and poetry. Following detailed debate comparing REACHOUT favorably with similar projects in Germany, the Netherlands and Italy, this was commended by the Network members as an outstanding community psychological contribution to mental...
health promotion through personal growth, mutual support and public education about mental health issues.

Secondly, delegates watched and debated "At the Sharp End of the Knife". This film was produced and directed by Barbara Orton, for BBC World, RUV (Netherlands) and ETV (South Africa) and received its premiere at the 1999 Edinburgh International Film Festival (tickets were sold out well in advance). The film was conceived by, and features, Cathy McCormack, a community activist from Easterhouse. In it she travels from the Glasgow of "New Labour" to the township heartlands of South Africa to meet community activists building the post-apartheid "New Africa". In the film Ms. McCormack draws comparisons between pressing community psychological issues in areas of the UK and in South Africa and asks the viewer to think about a 'War Without Bullets' being waged against socially excluded, poor and unemployed people by their own country's establishments. Cathy McCormack attended a special screening during the ENCP meeting at Stirling and led a very lively subsequent debate. Ms. McCormack has no formal training in psychology, but her work and her film in particular were commended as major contributions to tackling socially-caused mental health problems.

Thirdly, delegates from Austria described their ongoing Agenda 21 research on socially sustainable community development in Vienna, with members of ENCP offering constructive methodological critique and suggestions for development.

Stirling University is currently one of the very few British Universities to offer undergraduate teaching and under- and post-graduate research supervision in community psychology. Stirling University is also the base for the Scottish Network of Community Psychology. Members of the community psychology group at Stirling, which includes Scottish, English and New Zealand community psychologists, have been involved in research into unemployment, disability, family violence and homelessness, as well as doing editorial work for the Journal of Community and Applied Social Psychology, the Journal of Primary Prevention and Radical Psychology: A Journal of Psychology, Politics, and Radicalism. The University of Stirling has previously bestowed its highest Honorary Degree (Doctor of the University) on eminent Community Psychologists Professor Marie Jahoda and Professor George Albee.

If you are interested in finding out more about the European Network of Community Psychology, please visit the ENCP web site [http://userpage.fu-berlin.de/~cpbergol/](http://userpage.fu-berlin.de/~cpbergol/). Copies of "At the Sharp End of the Knife" on video can be obtained from SEAD (Scottish Education and Action for Development), 167-171 Dundee Street, Edinburgh EH11 1BY, Scotland. Fax +44 (0) 131 477 2781 (e-mail sead@gn.apc.org).

### SCRA Regional Coordinators for the U.S.: 1999-2000

<table>
<thead>
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<th>Region</th>
<th>First Year</th>
<th>Second Year</th>
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Page 13
sons of color. We require a course on culture and development for all students. Diversity issues are also included in other coursework. All current students do research and/or engage in community interventions in which issues of diversity are relevant. We are part of one of the most diverse urban campuses in the country in one of the most richly multicultural cities in the world. We believe that only a diverse community psychology can be successful in understanding and collaborating with the multifaceted mosaic of contemporary societies. We welcome applicants from all backgrounds.

HOFSTRA UNIVERSITY
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(516) 463-6052 fax

For application materials contact: Director of Admissions
(516) 463-5587

The Psy.D. Program in School-Community Psychology prepares students to become psychological practitioners who provide services to schools and to community health service settings. Emphasis is placed on training the psychologist as a consultant who brings about change within schools and communities, and who is also a provider of psychological services for individuals and families. The practice of School-Community Psychology involves intervention, planning and prevention in facilities such as public schools, special education facilities, geriatric centers, development centers, personnel settings, homeless shelters, police departments, community mental health centers, facilities for disabled persons, programs for drug addicted people, and related health facilities.

The program focuses on areas such as Childhood and Adult Disorders, Posttraumatic stress Disorders, Alcoholism, Forensic Psychology, Homelessness, Gifted and Talented Children, Immigration, Cultural Adaptation, Consultation in School, etc. The program faculty have varied areas of special expertise and are able to provide specific training in childhood, family, and adult adjustment problems, and in consultation services.

While taking classes within the program students will also complete practicum experiences in schools and other health settings. Internships are arranged in Community Health Service Settings and in Public Schools.

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School of Behavioral Sciences and Education
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The graduate program in Community Psychology leads to a Master of Arts degree in Community Psychology and Social Change with concentrations in Children, Youth and Family; Environmental Issues; and in Individualized Studies. The nontraditional program emphasizes planned social change, and is based on both sociology and psychology. The program equips students with skills useful in coping with the multifaceted problems facing communities. Students learn (a) to assess problems at the level of communities or organizations, (b) to plan and implement possible solutions to these problems, and (c) to evaluate the effectiveness of the solutions. Learning takes place both in courses and in a Master's Project that entails fieldwork and the writing of a Master's paper.

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The mission of UMKC's Community Psychology Ph.D. Program is to produce social scientists competent to address pressing social problems by adopting ecological, system-level approaches. The program seeks to equip students with the conceptual knowledge, value orientation and methodological skills necessary to conceptualize community processes and to solve contemporary social and environmental issues through theory and research.

The program emphasizes analysis of psychological and social problems at the community and system level, and interventions at the level of institutions, communities and policies. Focus is on developing and evaluating theoretically based approaches to improve individual and community well-being. The program encourages students to address traditional psychological problem areas e.g., mental health, substance abuse as well as nontraditional areas such as health care system, unemployment, urban blight, and minority relations.

The program has a dual emphasis on academic and experiential knowledge. This emphasis is realized through theoretically driven and methodologically rigorous research and intervention to address significant issues in the community.

UMKC's Community Psychology Ph.D. Program is best suited for those:

- Concerned about societal problems (e.g., crime, health risk factors, urban blight).
- Interested in problem assessment at multiple levels of analysis.
- Interested in the development and evaluation of possible solutions.
- Can adapt comfortably to a multidisciplinary, problem-oriented, research perspective.
- Committed to both methodological excellence and addressing significant social issues.
- Willing to accept the challenge of critically analyzing the existing systems and attempting to institute change.

Students acquire a broad theoretical background in psychology and related social-sciences disciplines. They gain knowledge and skills in scientific methodology and various research and statistical methods.

To reinforce the program's multidisciplinary perspective, students also acquire specialization in a chosen area of interest e.g., health psychology, community development and organizing, organizational behavior, public policy, developmental disabilities. Courses related to such specialization may be those offered by the Department of Psychology, other UMKC Departments, or courses offered by cooperating Universities in the area. Further, to augment academic training, students gain direct experience with community issues and research through supervised field practicum and research.

Kansas City is an optimal setting for a community psychology program. With a population of over 1.5 million, Kansas City offers numerous opportunities for community involvement and research addressing social problems inherent in urban communities. There are numerous agencies, organizations, businesses, schools and so forth that offer students practicum sites and research settings, providing an excellent means of developing a partnership between the University and the community.
Aside from the education advantages the city has to offer, Kansas City is a great place to live. It provides everything a city can offer, yet also maintains some "home town" qualities, which makes it truly a city of choices. The city is known for its internationally recognized museum, acclaimed Repertory Theater, State Ballet, Lyric Opera, zoo and numerous parks. If sports is your style, there is the Truman Sports Center home to the Kansas City Chiefs football and the Royals baseball teams.

UNIVERSITY OF WISCONSIN
Child and Family Studies
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The University of Wisconsin Child and Family Studies Graduate Program provides opportunities for advanced study and research on human development and families across the life span. Two assumptions are basic to the philosophy and organization of the program. First, we can only understand individual development within its social context, and families are an essential component of this context. Second, we can only understand families within their larger social context—historical change, social class, ethnicity, and public policy. The program offers courses on development in infancy, childhood, adolescence, adulthood, and old age. Other courses focus on family relationships, process, and diversity. The faculty bring the perspectives of many different disciplines to their work. Family and students never lose sight, however, of the connections among human development, family life, and the broader sociohistorical context.

The course of study for graduate students includes theory, methodology, and substantive research in human development and family studies. There is a demand for professionals trained in research, teaching, and service involving families and their members in higher education and human service programs. Regardless of whether students end up in academic or applied settings, they are prepared for a life of scholarship and service.

The University of Wisconsin and the Department of Child and Family Studies are committed to increasing the diversity of our student body and faculty. The University offers "Advanced Opportunity Fellowships" to qualified minority graduate students. These fellowships guarantee up to three years of support, including tuition and a stipend. CFS has been very successful in recruiting minority graduate students—all minority graduate students—40% of the current incoming class are minority students. A multicultural perspective is emphasized throughout CFS curriculum.

Student Column
Editors: Rae Jean Proescholdbell, Arizona State University and Rachel Becker Klein, New York University

Student Bulletin Board. During the student meeting at the 1999 Biennial conference, it was suggested that a bulletin board be established for students to discuss any and all aspects of community psychology. This bulletin board has been set up by Jen Wainwright, a student at the University of Virginia. To check out the bulletin board, including comments from the last few months, visit this address:
http://www.InsideTheWeb.com/mbs.cgi/m601533

Call for Papers. The Community Student is published twice annually and includes short articles written by students about their experiences with community psychology. We need articles for the Spring edition of The Community Student, with submissions due on January 7, 2000. We will accept articles at any time for publication in later editions. The Community Student is a great way to share your ideas with other students and all SCRA members. It's also a way to add a publication to your curriculum vitae. Please contact Rae Jean Proescholdbell at raean@asu.edu or (480) 965-5946, or contact Rachel Becker-Klein at rachel@xp.psych.nyu.edu for additional information.

Student Representative Elections. Nominations are being accepted for Student Representative. Each spring, one student is elected to a two-year term as Student Representative. Representatives connect students with each other and help students bring their ideas for SCRA to life. They also gain valuable experience through serving in a professional organization. Please consider running. Contact Rachel Becker-Klein at rachel@xp.psych.nyu.edu with questions.

Student needed to serve on the SCRA Membership Committee. The mission of the SCRA Membership Committee is "to foster an engaged, satisfied, and growing membership...and to evaluate recruitment and retention activities." It is important to have a student represented on the committee because students share goals with committee members, including strengthening retention and recruitment of student members. Duties would mainly include e-mail correspondences and possibly some phone conversations. If you are interested or want more information, e-mail Rachel Becker-Klein at rachel@xp.psych.nyu.edu.

APA Student Poster Award
Responding to Violence Against Women: University Student and Staff Perceptions
Courtney Ahrens, MA and Julie Weitlauf, MA

In response to the high rate of sexual assault and dating violence that has been found among college students, a collaborative effort was initiated with Residential Life staff to assess perceptions of sexual assault and dating violence policies. Data collection included:
1) Resident Director interviews;
2) Resident Assistant questionnaires; and
3) Student Resident questionnaires.

Results suggested that the policies, procedures, and training were vague, inconsistent, and inadequate. Based on these findings, the administration is modifying policies, clarifying procedures, and implementing culturally-sensitive training.

The Community Psychologist, Volume 32, Number 5, Winter 2000
How can we, as social scientists, create social change? To set the stage for exploring this question, I draw upon the writings of Carl Jung. Admittedly, the connection between community psychology and psychodynamic theory seems a bit tenuous, but I believe that Jung provides great insight into the necessary ingredients for social change. In his essay, "Psychological Aspects of the Mother Archetype" (1938), Jung wrote:

Emotion is the chief source of all becoming-consciousness. There can be no transforming of darkness into light and of apathy into movement without emotion.

Apathy into movement, inaction into action requires emotion. Contrast these words with the common phrases of community psychology regarding social change: "transcending dichotomous thinking," "thinking outside the box," "moving beyond the individual level of analysis," and "creating alternative settings." Whereas these ideas are certainly important for developing a social change agenda, they focus on thinking about social change. What is curiously missing is a discussion of the emotions of social change—feeling social change. There is an emotional component to creating change, but we don't talk about this. We don't talk about our feelings, but we should as they are central to our efforts as social change agents. If we are to truly successful in creating social change, the field of community psychology must examine the emotionality inherent in conducting research on social problems, and embrace the emotional aspect of our work.

In our short history as a discipline, there have been two central debates about the role of social change activism in the field of community psychology: 1) Should we be engaged in social change activism? and 2) If so, how should we go about it? Even the answer to this first question is not straight-forward. Whereas an ethic of social change has always been a part of our professional role, that it was not scientific to engage in such interventions. In my judgment, we must put this ambivalence behind us once and for all, or we will fail to bring to fruition our own distinct and mature identity. Agreed. But why is there this ambivalence? Why 10 years after Seidman's address does this issue still come up? Why do we talk about social change, but have a hard time acting upon it?

I believe that our ambivalence is rooted in the conflict between the emotions inherent in social problems and social activism, and the supposed "unemotional" nature of science. Understanding this conflict is essential to accepting social change as part of our work. What is it that we study, what topics interest us as community psychologists? Violence, homelessness, HIV/AIDS, poverty, welfare, and a whole variety of other social ills and problems that can cause great distress to individuals. In many respects, it is highly ironic that any of these issues have emerged as topics of science because the reality of these problems and academic science have very little to do with each other. There is nothing academic about violence. There is nothing academic about homelessness or HIV/AIDS. We have made these topics suitable for academic research. We cleaned them up enough to pass muster within the academy. We have operationally defined these social problems, learned how to ask about them in ways that are respectful and supportive to those experiencing these problems. We have assessed how often these problems happen, to whom they happen. We have created different interventions to assist people experiencing these problems. And, we engage in scholarly debates about all of these issues. But violence is not something to be debated. But homelessness is not something to be debated. But HIV/AIDS is not something to be debated. These are not problems to be debated, these are problems to be ended.

Social problems cannot truly be understood from a position of emotional neutrality, of academic "objectivity" because these problems are, at their core, emotional. They are, at their core, painful. The conflict here runs quite deep. The social problems that we study as community psychologists are inherently emotional, but science is not supposed to be emotional; it is supposed to be logical and objective. A dividing wall between intellect and emotion has been constructed to make the study of social problems quite separate from the experience of social problems. Propping up this wall is the argument of objectivity: One might say that such discussions of the emotionality of social problems are unneeded, maybe even undesirable. Raw emotion will only obscure the truth, create bias, encourage advocacy that will interfere with objectivity. Positivist philosophies stipulate that science is neutral and objective, but post-postpositivist philosophers of science have argued, quite persuasively, that science is not objective and never was. Science has always included bias and subjectivity. There is no single truth, but multiple truths. Science is very much a subjective enterprise—it is about both logic and emotion, and they must be used together to understand the multiple realities of social life. It is only through understanding the subjectivities of the world that "truth" and "truths" can emerge. We can remain ambivalent about social change if we remain devoted to logical positivism's notion of science. If we are serious about dissipating our field's ambivalence about social change, then we need to ground our work within post-postpositivist epistemologies.
But on the other side of this divide between intellect and emotion is the world of emotion. In many respects, it is in the best interest of the researcher to maintain this separation between feeling a social problem and thinking about a social problem. Studying a social problem, or any topic in social science, requires a substantial investment of concentration and commitment. Given the amount of time and energy that we must invest in a social problem to study it, we would be absolutely tortured by it if we didn't think about the problem in the abstract. No one wants to feel violence—not the victim, not the researcher. No one wants to feel homelessness—not the homeless person, not the researcher. It is easier, though not easy, to think about a social problem. But it is the researcher who has the luxury of thinking about a social problem; those experiencing the effects of a social problem do not—they have no choice but to feel it. Thus, our ambivalence about social change may come not only from our regard for intellect and objectivity, but also our self-protective concerns about feeling the social problems we study.

Yet, I believe there is an intellectual benefit to emotional closeness with our work. Feeling a problem provides insight that is difficult to gain solely through logical thought, and this knowledge is invaluable in developing a solution to a problem. In this emotional closeness, we may be able to see the problem in finer detail, understand its nuances and inequities because we too have felt them. The emotionality of the social problems we study, and the emotionality of social activism are not incompatible with social science. They can inform our research, and our research can inform our activism. But we struggle with these issues in community psychology. We are interested in social problems that have a strong emotional core, and we purport to be interested in creating social change, which is also inherently about passion and emotion. And yet, we do research, we conduct science—something that is not supposed to be about emotion. But science can be about emotion, and we can allow ourselves to experience emotions in our work. Social change should be a part of our agenda, not just because we say so, not just because it is the rhetoric of our field, but because: 1) the problems we study demand it; 2) recent thinking in philosophy of science provides an epistemological foundation for it that is consistent with the values of community psychology; 3) and because the emotionality of this work can enhance the quality of what we do as researchers.

Because there is also a great deal of "love" in this love-hate relationship. Breaking with traditional rhetoric of the field, I don't think individual-level programs are an entirely bad thing. There are a lot of people who are in need of many forms of assistance, and whereas our ultimate goal is to eliminate and prevent the problems that give rise to these needs, I cannot in good conscience argue that individual service programs are a bad idea. They are still far and away a more equitable method of providing assistance than one-on-one individual therapy. The field of community psychology has been quite successful in creating alternative methods and settings of service delivery that go beyond who is reached with traditional psychotherapy. Moreover, some of the service programs we create become adopted by social systems, creating new standards and practices for assisting people. In fact, individual-level service programs may be a necessary first step towards creating systems level change. How can we realistically believe that we know what needs to happen at the systems level, when we don't understand what is happening for the specific individuals we are trying to help? The utility of this approach is quite compelling.

But, I think there is another reason to "love" the individual level of analysis—one that I find far more compelling and less likely to misguide our efforts to create social change. It is at the individual level that we, as social scientists, experience the emotions of conducting research on social problems. Our own emotions are an important resource for creating social change, and they are very much an individual level phenomenon. At the risk of sounding like a bad pop-psychology self-help book, or inciting a recall notice on my degree in community psychology, I believe we need to get in touch with our emotions—the emotions of conducting research on such devastating social problems. Unfortunately, the methods of traditional science have taught us to ignore those experiences, or relegate them to the background of our work. These emotions need to move to the center of what we do, become our cornerstone, the guiding principle of what we do. I think of a recent experience with a colleague at UIC, who came into my office, rather apologetically, asking if I had time to talk with her about a really difficult day she had in the domestic violence court. She was very upset, and needed to talk through the emotions of her day in the community. There is no need to apologize for feeling the effects of the very experience that are vital to our research.

Social problems can become very abstract and conducting research on social problems even more so. Whereas this abstractness can be useful, the concrete emotions of social problems are also quite important and should also be allowed to guide our work. To feel these emotions, we need to be close enough to the problems we study to be affected by them. Whereas we do not have the time to be regular volunteers for shelters, hotlines, service programs and the like, we need to spend some time in these settings. The experiences that we have in these settings will undoubtedly affect us—if we let them, and I argue that we should let them affect us. We should be mad, sad, angry, frustrated, and fearful. We need these emotions to create social change. These emotions bring us closer to the reality of the people with whom we work. I ask all of us to think about when we last felt something doing our research? When was the last
time we talked with colleagues about how we felt doing research? We need to get the individual—namely us, the researchers—back into the picture. We are not the all-knowing, but never feeling entities on the sidelines. We too are impacted by what we do. We need to have these experiences and share these experiences to find the collective strength and support in these stories. Our emotions can be an important resource for social change activities. Social change is about passion and emotion—we need the problems to become real to us, to inspire us, to fuel us.

In closing, I find great inspiration for teaching and practicing social activism in the writings of bell hooks. In her book Teaching to Transgress: Education as the Practice of Freedom (1994), she states:

The students I encounter want an education that is healing to the uninformed, unknowing spirit ... They want knowledge that is meaningful ... There is usually some degree of pain involved in giving up old ways of thinking and knowing and learning new approaches. I respect that pain ... It is often productive for professors to take the first risk, linking confessional narratives to academic discussions so as to show how experience can illuminate and enhance our understanding of academic material ... This is education as the practice of freedom.

Social change should and can be a part of our work as community psychologists. For this to occur, I believe we must struggle with the inherent emotionality of what we do. The pain, frustration, happiness, and joy we experience in our work is very much a part of our science. Emotions are the very resources we need to draw upon to move from the rhetoric of social change to the reality of social change.

References


1 This essay is a shortened version of my keynote address to the 1998 Southeast Eco-Community Conference (Conference Theme: "Social Change: Rhetoric or Reality?"). Thanks to Charlene Baker, the Georgia State University Community Psychology faculty and students, and other conference attendees for their encouragement and warm reception of these ideas. Thanks to Robin Miller for her comments on previous drafts of this essay.
Two years ago I attended a conference entitled “Therapy and Social Justice” in which the main presenters were workers from The Family Therapy Centre in Lower Hutt (Wellington), New Zealand. The two men, who were early members of the Centre, Charles Waldegrave and Wahiri Campbell, told a story about the Centre’s journey towards becoming a culturally diverse and accountable organization. This story struck me and I retell it here hopefully without distortion. The Family Therapy Centre was begun in 1979 to provide accessible services to a poor and under-served community. All of the persons in this early initiative were Caucasian, one being Charles. They soon realized that many of the problems presented to them were rooted in issues of racism, sexism, housing and unemployment. A significant portion of the families were also Aboriginal, Maori or Pacific Islander. One of the initiatives in response to this realization was to become a culturally diverse Centre by involving Aboriginal persons in the organization. The Centre first approached the Maori community. The Centre spokespersons said they wanted the Centre to provide culturally appropriate services to meet the needs of the Maori people and thus wanted involvement from their community. They wanted to bring a Maori person onto staff. In a short time the Maori responded, having chosen the person to work in the centre, Wahiri. The response of the people from the Centre was “whoa we have to follow a process here, we have to advertise and interview and ensure it is fair”. The Maori replied that this was the person they wanted in the centre, they had already chosen him in their way of doing things. This I believe was the first wake up call for the centre that moving towards a culturally diverse organization meant changes in the way things were done. This I believe was the person they wanted in the centre, they had already chosen him in their way of doing things. Wahiri joined the staff at the Centre and promptly began to make a large lunch in the kitchen daily as noontime approached and would announce to the other workers that lunch was ready, come and eat. The other workers began to feel uncomfortable and talk amongst themselves. They got together and decided to approach Wahiri and say thanks for making lunch but everyone would prefer to bring their own lunch. Charles was the one selected to convey the news. Wahiri’s response was, “You said you wanted this organization to be culturally diverse, represent the Maori culture well in my culture we all eat meals together”. Since that time the staff have all eaten meals together.

This story challenges us to think about what we mean by making our agency or service more accessible and diverse. What are our assumptions about accessibility and diversity? It illustrates how we may be oblivious to our own attitudes and assumptions that negate other worldviews or even personal experiences. We invite workers of other cultures into our organizations with no expectation that we will be required to change and learn. For the Family Therapy Centre to become a culturally diverse organization that would be more accessible to the Maori population, the Centre had to undergo a cultural transformation itself. The attitudes of the workers within the Centre had to undergo a change and the assumptions upon which the Centre operated needed to be challenged. This requires that all of the workers go through a transformation, learning from each other.

Putting Ourselves in the Picture.
When we are working with a community, whether through investigation, support, education or other means we are part of the picture being developed. We are part of the knowledge being created or the service being delivered. It is important that we put ourselves in the picture and take a look at the attitudes and assumptions we carry and how they affect the work we do and the knowledge we create. This challenge was put to me by a Mexican campesina. In the 1980’s when I was very involved in Central American solidarity work I travelled a couple of times to Central America to work and learn. On my first journey, primarily a fact finding and learning experience, I was struck by something a middle aged campesina (subsistence female farmer) said to me. She had little education in terms of schooling but had an abundance of life experience and a personal understanding of the world she lived in. In one of our conversations she said to me, “You North Americans -- you have so much education but you know so little.”

This woman was very kind and generous, her words were not about hurting, they were a personal observation. Fortunately I was able to listen and was not overcome with defensiveness. We often find it difficult to step outside the views and perceptions of our culture. What she was saying was that many of the problems faced in Central America had roots in North America. If we wanted to help change what was happening then she was challenging me and others to look inside ourselves and our society. The campesina’s comments have a similar ring to those of the two-spirited youth quoted earlier who was telling us to take a look at the attitudes we hold if we want to know how to help.

In working with, researching and writing about communities and the individuals within them, we and our work become part of the psychological story. This is demonstrated in the history of the psychology of homosexuality. That history is really about the psychologists who wrote about it and their profession rather than about homosexuality itself. The history is a story of how professionals in the fields of psychiatry and psychology used a newly created discipline to reinforce societal attitudes and in turn received plaudits and acceptance. When the American Psychiatric Association removed homosexuality from the DSM in 1973 it was not that homosexuals had suddenly found mental health. Instead it represented a societal shift in attitudes to which psychology had responded. Obviously, a key element in improving accessibility in community services is being able to reflect critically upon our position as service providers in society, our attitudes, assumptions and world view and how these affect who is being served and how that service is being delivered.
An Evolving and Ongoing Process

Fostering accessibility is an ongoing and evolving process. The provision of accessible services is constantly facing new challenges as society changes, new understandings arise and needs are highlighted. The definition of communities is going to change over time as will their makeup. The queer community is a case in point. The progression of labels began with “homosexual or homophile,” changed to “gay,” later included “lesbian” and even later included “transgendered” and “bisexual.” In fact, the idea of a defined community of persons whose sexual being and life transcend the dominant boundaries of sex, gender and desire in our society, is a recent phenomenon. As a community evolves, the challenge to make services accessible arises within the community as well as outside of it. For example, the largely white adult male presence in the LGBT community has been challenged by lesbians, queers of color, youth and transgendered persons. LGBT communities are experiencing tension from within as these groups demand that community boundaries be more inclusive in terms of decision-making, representation and needs.

Meeting the Challenge

When the issue of access arises it is often in an atmosphere of anger and defensiveness. When persons who experience marginalization challenge our attitudes and actions we often respond in a defensive manner. We may even respond aggressively, labelling the challenging person or projecting blame for her situation onto her. Alternatively, we may feel overwhelmed, acknowledge the problem and still do nothing. All of these types of responses expend great amounts of energy, lead to uncomfortable work environments and have a negative impact on service delivery. The challenge is to engage the issues at the earliest possible opportunity. Below are some considerations for engaging the issue of access.

Some questions and guidelines to consider in addressing accessibility in service delivery:

What is the community you serve? Do you see this community as heterogeneous or recognize the diversity that may well exist? Do your services recognize this diversity? For example, queer youth are not a heterogeneous group. They will vary in many areas including cultural background and class. Even within these areas there will be variation. What are the attitudes and assumptions of the workers within your organization? What education and preparation are provided for persons to change attitudes and assumptions? What is missing. Involve them in change and in your organization.

View challenges and issues of access as opportunities for learning and improving your service. Do not take it personally or get caught up in defensiveness.

Actively listen to all of your clients even if it is the silence of those not present. For example, observe your reactions and if you are labelling or disregarding community members or their comments recognize that you are not listening. There may be a need to take a fresh look at your attitudes.

Recognize that providing accessible services is a process that will consistently need to be reviewed. It is how you encounter this process that is important. Create dialogue with various sectors of the community and have representation throughout your organization.

Notes:

* Two spirited refers to Aboriginal lesbian, gay, bisexual and transgendered persons.

** The story about the Family Therapy Centre was told at a conference workshop led by Kiwi Tamasese, Wahiri Campbell and Charles Waldegrave at a conference entitled Therapy and Social Justice, June 18-19, 1997 in Toronto, Ontario Canada sponsored by the Oolagen Community Services.
The book essay below, by Richard Jenkins, examines four books related to HIV and commercial sexual practices in Southeast Asia: Beyrer’s, War in the Blood; Lim’s, The Sex sector; Skrobanek, Boonpakdi, and Janthakeero’s, The traffic in women; and Bishop and Robinson’s, Night market. Please let me know what recent books you are reading, or have written. You can contact me by phone (410) 453-2567, or e-mail: matona@umbc.edu Thanks.

HIV and Commercial Sex in Thailand and Southeast Asia

by Rich Jenkins

Books Reviewed:


HIV disproportionately affects people outside of the U.S. and Western Europe, yet, until recently, the professional literature focused more on our own country than on major epicenters. Several books have appeared during the past two years which deal with the HIV epidemic in Southeast Asia, principally Thailand. The epidemic in Thailand is one of the best documented anywhere in the world. HIV took off very rapidly in the late 1980s/early 1990s and, in recent years, has shown signs of decline and stabilization. Thailand also has gained notoriety because of the role of commercial sex in the epidemic and the country’s visibility as a destination for “sex tourism” (tourism that focuses primarily on patronizing commercial sex venues, often as part of organized tours). In addition, Thailand is an important node in the trafficking of women and children for sexual purposes (conducted by Thais, other Asians, and Westerners). Hence, the Thai story is one of dramatic changes that encompasses human rights issues, as well as public health concerns. I review here four books that are relevant to the epidemic in Thailand. All devote some or all of their space to the commercial sex sector and its implications for HIV prevention, however, they represent different perspectives and analytic tools, and are likely to have different appeals. All have significance for community psychologists, regardless of their interest in HIV or Southeast Asia.

Beyrer’s War in the Blood deals with HIV in Southeast Asia, as a whole, but devotes more attention to Thailand than anywhere else. The book does an excellent job of weaving together cultural, political, economic, and medical aspects of the epidemic. It mixes data, a diverse range of research literature, and personal experience in a vivid readable narrative. The result is a book with broad appeal that presents a wealth of factual material and insightful observations. The book is organized into chapters that focus on individual countries in SE Asia, as well as more thematic chapters that concern the impact of HIV on different populations and cultural issues relevant to HIV/AIDS in the region. Beyrer is at his best dealing with countries he knows best, Thailand and Burma, however, there is plenty of useful reading in his treatment of other countries in the region.

Underlying the text is a concern with human rights issues and a recognition of the limits of medical means for dealing with the epidemic. Beyrer challenges the idea that “human rights” do not reflect “Asian values” by pointing out how the human rights movement in Asia often emerged as a part of anti-colonial movement. In never-colonized Thailand’s case, human rights movements emerged in response to harsh autocratic indigenous regimes. Human rights issues surface in concerns about access to care, legal rights of HIV-infected persons, the gender inequities in sexual freedom which exist throughout the region, and the legal vulnerability of women trafficked for commercial sex.

Beyrer deals with commercial sex and trafficking in women in several sections of the book. More attention is given to the trafficking of women into Thailand than the trafficking within the country. As illegal immigrants, trafficked women are easy targets for exploitation by law enforcement officers. When talking about sex work in Northern Thailand, Beyrer attempts to place sex work in the context of local culture. Unfortunately, like other authors who have taken this tact, he sidesteps the rather uneven geographic patterns of entry into sex work, whereby village-level norms, economics, and politics may be more important factors in feeding the sex trade than the presumed norms of Northern Thai culture, in general. On the other hand, this book is the only one to deal with male sex workers and Beyrer describes his efforts to organize a male commercial sex worker (CSW) community organization.

Like War in the Blood, the International Labour Office’s new publication, The Sex Sector (edited by Lin Leean Lim) is regional in scope. However, the book focuses primarily on commercial sex and its place in Southeast Asia, with more attention to Thailand than other countries. There are separate chapters on Thailand, Malaysia, Indonesia, and the Philippines, as well as chapters on child prostitution, the economic and historical context of commercial sex in Southeast Asia, and prospects for the future. The result is a comprehensive appraisal of economics and gender issues as they relate to commercial sex in the region. The writing is generally quite strong and the data presented are up-to-date. The chapter on Thailand by Wathinee Boonchalaski and Philip Guest complements and updates their excellent and historically comprehensive 1994 monograph, Prostitution in Thailand. This, and the other “country” chapters, consider how economic development, across time, as well as politics, policy, and social custom have shaped commercial sex in each country. Cross-border trade in sex workers also is considered in each country, as well as in the “child prostitution” chapter. It is apparent from all chapters that economic development has done much to foster growth in the sex trade for two major reasons: increased disposable income (that can be spent on sex) and limited economic options for young women, especially those in rural areas with few skills. Sex tourism is another factor which has been important in the Philippines and Thailand. Whatever the source of income, sex work is “big business” in all of these countries and has direct and indirect political influence.

The political and economic dynamics of sex work also are prominent in Skrobanek, Boonpakdi, and Janthakeero’s The Traffic in Women. This book is one of the first advocacy-oriented volumes concerning
HIV in Thailand written in English, by Thai authors. Until the 1980s, most Thai-authored English language books about Thailand tended to be historical, biographical, or cultural accounts written by persons of noble background. In recent years, a growing number of Thais from more diverse backgrounds have been writing in English, with more attention to social problems and issues. Much of this work has been sponsored by international agencies, governments, or foundations (e.g., _The Traffic in Women_ was supported by the Foundation for Women), although an increasing number of independent authors are publishing in English, as well.

The _Traffic in Women_ presents the authors' work with participatory interventions to reduce the traffic in young women recruited to work in commercial sex establishments. This includes trafficking within Thailand and the cross-border trading of Thai women to other countries, principally in Asia (e.g., Hong Kong, Japan) and Europe. The book does an excellent job of tracking the routes and networks of trafficking and the tactics used to induce parents to allow their daughters to enter the sex trade. More than any other writing on this subject, they amply document the integration of the sex trade into local social and political networks and note the ways in which the trade is tacitly or overtly supported by local officials. In addition to the proximal dynamics of the trade, the book also provides excellent overviews of migration, women's roles in Thailand, the history of trafficking in Thailand, and CSW's working conditions. The authors' integration of research findings, case studies, and their own experiences has created a powerful, readable volume.

The trafficking discussed in the book typically involves debt bondage, whereby parents give their permission for a daughter to "work off" a sum of money that is advanced to the parents. Debt bondage schemes like this are not restricted to sex work in Thailand and are sometimes viewed as a descendent of slavery and the corvee system of forced labor which were both phased out during the early 20th century. Still, debt bondage in this context, only adds to the exploitative character of sex work. The women recruited in this way staff the low cost brothels in Thailand that serve an almost exclusively Thai clientele. The women sent abroad work in a broader variety of circumstances. They almost always lack legal immigration status and may face legal jeopardy if they attempt to leave the places where they work. Hence, even though their financial or material circumstances are often better than their comrades in Thai brothels, they may be even more coercively bound to the workplace.

The major shortcoming of the book is that it devotes a relatively small amount of space to the authors' actual participatory intervention activities. One gets only a limited idea of the methodologies and tactics used. On the other hand, the obstacles they have faced are well documented, as well as the mixed support their efforts have received from the NGO and government sectors. It is apparent that this kind of work has to confront local political structures, corrupt officials, bureaucratic inefficiency, and a social climate in which many moral leaders feel impotent or complacent. The book concludes with recommendations for action and a draft proposal for standards to be used in dealing with victims of trafficking.

Bishop and Robinson's _Night Market_ also considers commercial sex industry in Thailand, but primarily is focused on the "sex tourism" sector. The book is polemical in tone and intent, and uses the postmodern methodology of textual analysis of popular writing (fiction and non-fiction dealing with tourism and expatriate life), although there is some citation of relevant social science literature. The authors set out to be provocative but, many readers (including those who warm to its premises) may find this book more frustrating than illuminating.

A major problem is the writing, itself. The authors' prose tends toward wordy, stream of consciousness constructions, with a heavy use of jargon. As a result, many sections seem muddled, oblique, or even contradictory in their intent. For example, the authors criticize anthropologist Erik Cohen's observations about the blurring of commercial and non-commercial aspects of sex relationships in Thailand by raising assumptions that Cohen never makes. Subsequently, they express ideas very similar to Cohen's, and then conclude by suggesting that, perhaps, Cohen is correct, after all. The chapter on feminist critiques of sex work contains a number of passages which begin by praising an author's work but only discussing those ideas with which the authors disagree (and doing so at great length). The naive reader is likely to come away from this section with puzzlement and wondering what made these works admirable in the first place. Curiously, the authors do not cite key scholars who have evaluated commercial sex in Thailand from perspectives much like their own, such as Marjorie Mueke, whose field-based analyses provide clarity and vividness that are absent from this book. Also absent, to large extent, are the sex workers themselves.

All four books highlight the role of globalization and market economics in reshaping the current state of sex work in Southeast Asia. Unfortunately all, inadvertently, may leave one with the notion that Thai peasants has been rested from an idyllic and enduring self-sufficient world, where everyone lived in harmony. This romanticized view of the past appears across the political spectrum in writing about Thailand. It colors traditional historical accounts of Thailand (by Thai and non-Thai authors) and the "classic" anthropological works of the 1950s and 60s (primarily written by American and British scholars), which form the bases for much generalizing about Thai culture. In contrast, a more sophisticated view of Thai social history has emerged in recent years from Thai and foreign authors (perhaps the best example is Pasuk Phongpaichit & Chris Baker's _Thailand: Economy and Politics_). This revisionist perspective makes it clear that life for ordinary Thais has always been difficult and subject to external forces. The predominantly rural population has always had to contend with natural forces (e.g., droughts, floods) as well as physical dislocations due to population pressures on the land or forced relocations ordered by various authorities. Many vestiges of this feudal order have remained, such as bonded labor and "Godfather"-like political machines. The increasingly uneven distribution of wealth in recent decades, between cities and the countryside, has made the harshness of this life and its limited rewards even more obvious. Hence, it's important to recognize that factors shaping sex work and the epidemic probably represent "continuity in change", rather than neat social epochs.

All of these books probably will have appeal for at least some community psychologists. Beyrer's book may have the widest appeal, in part, because he deals with the greatest number of issues and makes a relatively small corner of the world relevant to anyone interested in the convergence of politics, economics, social forces, and public health. The ILO's _The Sex Sector_ should have similar appeal, although it deals more with commercial sex than with the HIV epidemic, per se. Skrobak, Boonpakdi, and Janthakeero's book will have broad appeal among those concerned with gender issues, sex work, labor, and migration, as well as HIV. It is important snapshot of how social and political factors influence and maintain the trafficking in human beings, and has obvious implications for a range of human rights concerns. Some readers may find Bishop and Robinson's textual analysis of popular writing to be an interesting and novel approach to observing culture, however, the difficult writing and limited coverage of established scholarship may discourage many initially interested readers.

Also Noted (and Recommended):

for Population and Social Research, Mahidol University. ISBN: 974-587-656-9 (Available by order in US from amazon.com or from Institute for Population and Social Research, Mahidol University, 25/25 Salaya, Phutthamonthon, Nakhon Pathom 73170 THAILAND, email: direcprt@mahidol.ac.th).


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Reflections on the Field of Community Psychology

Some Historical Tensions within the Field of Community Psychology

Jim Kelly

On re-reading the Swampscott report, I discovered that at the end of the time of the founding of the field, there was less attention given to address the implicit tensions or conflicts within the newly proposed field then when celebrating the emerging consensus of the Swampscott participants. The prevailing atmosphere was to affirm the shared convictions for the tenants of this proposed field. The excitement for founding a new field prevailed over digging into any differences which may have fragmented the participants and lessened the spirit of the participants' enthusiasm for this new field.

As I recently re-read the Swampscott report, I was surprised that so many of the tensions identified with the field today were noted but not elaborated then. Some of these tensions were: preferences for being either a scientist or an activist; being an expert for communities or being one resource among several; whether the preferred reference group for this new field should be other psychologists in departments of psychology or kindred souls in other disciplines such as education, public health, sociology, and anthropology. There were tensions over working toward a goal to alleviate the mental illness of individuals or to work toward making communities more adaptive; there were tensions about working under the leadership of psychiatrists or the domains of medicine in contrast to becoming independent scholars and agents of community change; there were certain anxieties about whether doing community work would be recognized as "true" psychology; there were tensions about viewing communities as laboratories for community research or viewing communities as resources to improve the quality of life of their citizens; there were tensions about the epistemologies of the newly named field: whether the purpose of research was to establish universal laws of behavior or whether knowledge was specific and particular to time and place; there were tensions about how much knowledge was currently available to understand persons of different social classes and cultural backgrounds who were different form the 39 participating psychologists. Underlying these tensions there were anxieties about the stature and respect for non-laboratory and non-quantitative methods.

In retrospect, The Swampscott Conference may have been a delayed acknowledgment of those psychologists who had been doing community work just before and just after World War II when there was no field of professional identity for them. To name just a few of these persons: Carl Anderson, Jerry W. Carter, Jr., Saul Cooper, Herb Dorken, J. Wilbert Edgerton, Len Hassol, Don Klein, J. Weldon Moffitt, Milt. W. McCullough, Harry McNeil, Art Pearl, Paul Penningroth, William Rhodes, Robert Reiff, and Harold M. Skeels. These people were no longer marginalized, but belatedly recognized as the first generation of community psychologists. Revealed later were some of the personal qualities and biographical details that may have contributed to their breaking new ground in the community roles they played prior to WWII. For example, some of their fathers were elected legislators or ministers, their mothers were very active community leaders, and they themselves were Quakers or conscientious objectors in WWII or active in various social movements.

More efforts are needed to obtain a richer understanding of the above tensions so as to strengthen the intellectual foundations for the field. More proposals are needed to examine these and other tensions and to clarify which issues are meaningful and which issues are less generative for the field. More visibility is needed for hearing about newly emerging approaches in prevention or community change so that succeeding generations of community psychologists can be validated and encouraged to take risks and propose still newer methods and techniques and points of view.

We need our versions of the Millbank Memorial Conferences that were so fruitful for interdisciplinary discussions for community research in the 1950's. As Bob Newbrough's group is doing, we need to create our analogues for the traditions of the Marine Biological Laboratories at Woods Hole. The Eco-Conferences, the Regional APA meetings, and the Biennials are all potential settings that can continue to help SCRA cope with endemic tensions. These various occasions can be our own resources to generate multiple synergies for the field.

When the Swampscott participants proposed a new field, the dominating excitement was to create opportunities for future generations of psychologists to be trained in new doctoral training programs in the very skills and points of view that they themselves did not have the opportunity to acquire. The generative potential for nurturing new ideas and new methods and fresh insights is advanced when there are multi-layered and inter connected settings that support and validate adventuresome inquiry and novel program development.
Our challenge is to create sufficiently open settings so that the participants are not viewed, or do not view themselves, as a new elite group. The members of SCRA have been relatively successful in creating and sanctioning open settings for discussions about the interdependence of quantitative and qualitative research methods. Previous dichotomous meanings attached to these methods of analysis have been reduced through discussions at multiple sessions over the past few years. The clarity and uniqueness of the field may be enhanced by the continued creation of such settings.

Conversations about the diversity of conceptual ideas, premises and methods of inquiry are essential to reduce pressures towards establishing an orthodoxy for the field. Such occasions may create a supportive structure for new and young scholars to continue to test out and develop their ideas. The challenge is to affirm the uniqueness of the field without conforming to a single line of thought.

Without such occasions, the field may become like other professions where the emphasis is on the careers of the participants rather than the contributions of the participants to the larger social needs and issues. We are and should be in the business of generating social support systems. The heart and soul of this kind of community psychology is determined by the self-conscious creation of workable social structures for our own development as a collective enterprise.

SPECIAL FEATURE SECTION:
Community Psychology and Public Policy

Community Psychology and Public Policy: Examples of Research and Action in Context
Brian D. Smedley
Institute of Medicine

One of the features that distinguishes community psychology from other areas of psychology (and indeed, many other social science disciplines) is the readiness of the field to engage in the public policy process. Indeed, the creation of policy change, whether focused on local concerns or federal legislative and regulatory issues, is viewed by many community psychologists as an area ripe for intervention in itself. Whereas other subdisciplines within the field view the application of research and intervention efforts in the policy arena as too “political” for “legitimate” scientific inquiry, community psychologists commonly see policy change as part of a collection of systemic, multi-level efforts to support community empowerment and enhancement.

Despite this view of policy change as an important component of systemic community intervention efforts, community psychologists still struggle with critical issues that force reconsideration of the field’s role in the policy process. For example, despite research innovations in the development of preventive interventions and growing data on the effectiveness of these approaches in addressing health and social welfare problems, many prevention programs as implemented in community settings fail to adequately address problems such as teen pregnancy, violence, and alcohol, tobacco, and substance abuse. These problems persist (in some cases despite our best efforts) and are viewed by many Americans as intractable. And considerable debate continues regarding scientific standards against which prevention and intervention research should be measured before such research is broadly applied to inform public policy.

In my own work, I have focused on synthesizing and disseminating research information for the consumption of federal policymakers, especially in efforts to support policies and practices that might improve the health and welfare of ethnic minority and other disenfranchised populations. I see few other psychologists similarly engaged in the federal policy process; my bias is therefore that we in the field continue to “talk amongst ourselves” to the detriment of communicating what we know to policymakers. In stating this I don’t want to imply that community psychologists should adapt more of an “advocacy” role in the traditional sense. This role implies a level of political organizing and lobbying that community psychologists have been appropriately more comfortable studying and informing than participating in. Rather, I argue (as other community psychologists have) that the field should expand models of scientific inquiry and practice to include efforts to inform and change public policy, where policies are inconsistent with our growing scientific base. The continuum of community research and action should therefore place more emphasis on “action” that flows from research.

This collection of short papers offers examples of community-based action that illustrate the various roles that community psychologists have adopted in bridging the gap between science and public policy. David Julian, Teresa Juliart, William Crimi, and Randi Love describe a prevention conference in Franklin County, Ohio, ambitiously aimed at making this jurisdiction the “prevention capital of the world.” The conference brought together community groups, prevention scientists, philanthropic organizations, and local and state social service agencies and policymakers. Appropriately, the conference served to help participants identify mutual goals to address community problems such as youth sexual risk behavior, substance abuse, and violence. More importantly, however, the conference was only a starting point – Julian and his co-authors point out that subsequent planning meetings were staged to help identify specific goals and action steps to support the implementation of prevention programs.

Brigida Hernandez, Christopher Keys, and Fabricio Balcazar discuss the application of an empowerment model to help ethnic minorities with physical, sensory, intellectual, or psychiatric disabilities and their families to address environmental and social barriers to implementation of the Americans with Disabilities Act (ADA) in diverse communities of Chicago. An essential element of this model is the development of community members’ skills and knowledge to affect policy change and capacities to address needs. Hernandez and her col-
prevention of tooth decay and other health risks. These intervention efforts offer important examples of policy-oriented research and action to address the often overlooked needs of community members who are "doubly discriminated" by virtue of their ethnic minority status and disability status.

Both Donald Unger and Sharon Portwood and their colleagues address opportunities and challenges in interdisciplinary collaboration to inform and affect policy change. Unger, Michael Gamel-McCormick, Donald Peters, and Peter Antal describe a unique collaboration between the University of Delaware and state government agencies to better identify and develop preventive interventions and social services for first-time parents and high-risk infants and young children. They describe four partnerships that have been organized to create better methods of evaluating community needs for parent education and support programs, to identify "best practices" for early childhood intervention and parent support programs, to develop better outcome measures for a variety of early child assistance programs, and to assist in developing appropriate standards for educational reform. This collaboration has already significantly shaped several early childhood education and social service programs in the state of Delaware, and offers what may be the most comprehensive model of university/community/government collaboration in the nation.

Sharon Portwood, John LaFond, and Andrew Ward discuss an example of interdisciplinary collaboration among community psychologists, policymakers, law enforcement, and judicial system officials within the framework of "therapeutic jurisprudence" (TJ). TJ expands models of jurisprudence to examine not only how laws may protect citizens, but also how law, legal procedures, and the roles of official participants can be structured to provide the greatest psychological benefit and the least amount of psychological harm to citizens. Perhaps most importantly, TJ's broad view of how law and policy may affect communities requires an examination of how policies can serve to prevent crime, rather than to merely respond to lawbreaking after the fact. Such is the case as TJ is applied to partner and intimate violence. Portwood and her colleagues illustrate how TJ prompts an examination of the potential harmful consequences of current domestic violence policies, and the potential for social science to better inform policy to emphasize prevention. TJ therefore offers an important theoretical framework for other criminal justice policies.

Finally, Steven Pokorny, Mark Engstrom, Carrie Curie, and Leonard Jason discuss the application of community-based prevention research to address one of the most significant health risks in the nation: tobacco use. Specifically, Pokorny and his colleagues discuss the work of Jason's research team, in collaboration with local law enforcement and other partners, to reduce youth access to tobacco. Their extensive experience in working with communities to restrict the sale and availability of tobacco products offers important lessons for other communities to protect youth from health risks.

Although their research has focused largely on reducing environmental conditions that promote youth tobacco use (e.g., limiting advertising by tobacco firms, imposing fines on stores that sell tobacco to youth), Pokorny and colleagues also support the controversial policy of fining youth for possession and use of tobacco. In my view, such policies should be considered with caution. Fining youth for possession and use of tobacco may be disproportionately burdensome to lower-income youth and their families. Even a modest fine displaces resources that lower-income families require to meet other basic health and welfare needs. In addition, as Pokorny and colleagues point out, youth are sensitive to messages that may feed their desire for independence and autonomy. A civil penalty for possession may reinforce the notion among youth that tobacco use is an act of rebellion against authority, thereby creating a perverse incentive for use. A civil penalty also places greater emphasis on the behavior of youth, rather than on the powerful social and environmental forces that shape their behavior (such as subtle messages from tobacco companies encouraging teens to smoke, despite new regulations banning direct advertisement to youth). Finally, it should be noted that although ethnic minority youth are slightly less likely than white youth to use tobacco products, a civil fine may have the unintended consequence of fostering greater tension between law enforcement and ethnic minority communities. This has been the case in some communities, where laws such as late-night curfews and anti-loitering provisions have been perceived as justification for police harassment of minority youth. Nonetheless, Pokorny and his colleagues offer a thoughtful discussion of the rationale for civil penalties as part of a comprehensive approach toward restricting youth tobacco use.

In summary, these papers offer important examples from community psychologists whose work embraces policy change as an important part of their scientific and applied efforts. The common elements of these examples are that they: (1) draw upon sound theory and research to inform policy and practice; (2) involve interdisciplinary collaboration to achieve mutual goals; (3) draw upon community resources and expertise to help inform intervention and research; and (4) view policy change as an important element of systemic, multiple-level intervention efforts. I hope that these examples kindle the thinking and work of others whose research has the potential to inform action.

Some Practice and Policy Implications Learned from a Local Prevention Conference: The Bridges of Franklin County

David A. Julian, Teresa W. Julian, William Crimi, and Randi Love

United Way of Franklin County

This article provides a brief review of efforts in Franklin County, Ohio, to better understand local prevention practices and policy options through the conduct of a prevention con-
ference. Conference planners were interested in generating discussion about how the local community should proceed in terms of developing and implementing new prevention programs and policies. The mechanisms for promoting and facilitating such a community dialogue have important implications for practicing community psychology.

Conference planners were most interested in promoting awareness and adoption of empirically validated practices and programs in the local community. The issue of first identifying and then implementing programs that stand up to rigorous tests of effectiveness is a major problem at the local level. Excerpts from a recent exchange on the SCRA-LISTSERV illustrate this point:

"Why is it that we have all these prevention programs that have been developed in the past twenty years and yet our society seems to have more alcoholism, drug addiction, teenage pregnancy, hate crimes, kids killing kids, etc., etc.?" (Cliff O'Donnell, SCRA-LISTSERV, April 21, 1998, summarizing a question from a workshop participant).

"I believe the main answer to the first question should be that empirically supported interventions that have been developed haven't been implemented" (Tony Biglan, SCRA-LISTSERV, April 21, 1998).

"I agree with Tony, it is extremely difficult to get programs implemented well" (Brian Flay, SCRA-LISTSERV, April 21, 1998).

"I agree that what is actually being implemented in communities is not what we read about as effective prevention practice in journals or other scientific publications.... Many of the programs that are adopted and widely used are not based as much on their qualities and empirical evidence of effectiveness as they are on who developed them and their standing in the community..." (Susan Wolfe, SCRA-LISTSERV, April 21, 1998).

The Franklin County Prevention Conference

In response to such observations, the Children's Hospital in Franklin County hosted a community conference called, "From Problems to Prevention: Linking Research, Policy and Practice." The conference was a collaborative effort of a number of funders including the Franklin County Prevention Institute, Franklin County Alcohol, Drug Abuse and Mental Health Services Board, Children's Hospital, Eastern Miami Valley Alcohol Drug Abuse and Mental Health Services Board, Columbus Medical Association Foundation, United Way of Franklin County, and the National Institute on Drug Abuse. A planning committee consisting of 14 individuals representing these institutions developed the conference agenda.

The daylong conference included presentations from a number of nationally recognized prevention researchers and policy advocates, a researchers' plenary, and nine workshops. The conference was designed to provide a forum to discuss state-of-the-art and research-based prevention programs and practices.

Table 1. Objective

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<td>1. Participants will understand the role research plays in influencing public policy.</td>
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<td>2. Participants will increase their ability to read and determine the validity of research and gain skills to utilize research in program planning.</td>
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<td>3. Participants will become more familiar with common prevention models.</td>
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<td>4. Participants will cross disciplines and discern research-based connections among various areas of human behavior and social change.</td>
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<td>5. Participants will advance their comprehension of the legislative system.</td>
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<td>6. Participants will acquire skills to more effectively base their work in research and use the results to fuel public policy advocacy.</td>
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One hundred nine (109) participants representing local and state human services organizations and other governmental entities attended the conference. Sixty-four participants completed evaluations of the conference proceedings. The overwhelming majority of participants who completed conference evaluations felt that they had learned something valuable about the application of research to public policy and programming and also felt that they would be able to apply information they learned to their own work.

Implications of Conference Proceedings. Eight (8) individuals from several local organizations and programs attended the first follow-up meeting. A facilitator asked participants the following question: "What would have to change for Franklin County to be the prevention capital of the world?" Participants formally "brainstormed" ideas to this question. In step two, the group collapsed ideas into more general, action oriented categories. At the conclusion of the follow-up meeting, the facilitator asked participants to assign a "1" to the category they thought was most important, a "2" to the category that was next in importance and "3" and "4" to the
categories that were third and fourth most important. About one week later this exercise was repeated with the conference-planning group.

The actions identified and rankings assigned by conference participants and conference planners are indicated in Table II. Review of Table II indicates that there is a great deal of overlap between the actions defined by conference participants and planners. The definitions of these actions are best expressed in the words used by conference participants and planning group members. Actions necessary to make Franklin County the prevention capital of the world are described below from the number one ranked actions to the number four ranked actions.

Table II. Conference Participants and Planners

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<th>Rank</th>
<th>Conference Participants</th>
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<tr>
<td>1</td>
<td>Developing a community system to promote prevention</td>
<td>Change how local constituencies think</td>
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<tr>
<td>2</td>
<td>Implement key prevention strategies</td>
<td>Innovate and disseminate proven practices</td>
</tr>
<tr>
<td>3</td>
<td>Develop capacity to influence policy</td>
<td>Develop capacity to influence policy</td>
</tr>
<tr>
<td>4</td>
<td>Change how funders do business</td>
<td>Promote collaboration across organizations</td>
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Actions Identified by Conference Participants. Conference participants described developing a community system to promote prevention (number one ranked action) in terms of unifying the community; reducing “turfism”; increasing access to services; promoting collaboration; creating a shared vision; and increasing the priority of prevention as a general practice instead of in response to problems. Implement key prevention strategies (number two ranked action) included: implementing resiliency based programming; evaluation/accountability; and other strategies based on empirical research. Develop capacity to influence policy (number three ranked action) referred to advocacy; increasing the priority of prevention programs; mainstreaming proven prevention programs; implementing community level interventions; and education of the community including boards and staffs of agencies. Change how funders do business (number four ranked action) involved changing funders' policies to favor prevention; enhancing collaborative relationships; decreasing competition for funds; and addressing categorical funding and unrealistic funding periods.

Actions Identified by Conference Planners. The conference-planning group defined actions in a similar fashion. Change how local constituencies think (number one ranked action) focused on shifting the balance of funding to favor prevention (80% prevention/20% treatment); creating interdisciplinary dialogue; expanding prevention programs to encompass all individuals, not just those “at-risk;” marrying science and practice; involving HMOs who might see prevention as a way of reducing health care costs; changing prevailing norms to reflect wellness; and rejecting disease as an acceptable state. Innovate and disseminate proven practices (number two ranked action) involved understanding research and packaging it in a useable format; focusing on current successes and what works in the local community; using demonstration projects (“best practices”) as a tool to increase funder awareness; and creating a common language and glossary. Develop the capacity to influence policy (number three ranked action) included communicating the long term nature of prevention for the benefit of elected officials; promoting collaboration across organizations and levels of government; and keeping policy makers involved in local prevention planning. Promote collaboration (number four ranked action) focused on working together and defining community welfare as the primary target of intervention.

The Efficacy of Prevention Programs. The Franklin County conference was based on the premise that there are a variety of prevention approaches, programs and policies that have been empirically evaluated and shown to work. Even a brief review of the scientific literature in community psychology and other disciplines suggests that this premise is based on sound scientific theory and research. For example, the American Journal of Community Psychology (AJCP) has published numerous evaluations of prevention programs, theoretical articles related to prevention practice, reviews of methodological issues related to prevention research and descriptions of efforts to implement prevention programming at the local and state levels. The prevention literature summarized in AJCP suggests several conclusions concerning the state of prevention science. In general, research methods appear to be highly sophisticated and produce important information related to the efficacy of prevention programs and interventions. Much of this evaluation research suggests that prevention programming is highly effective and a good investment of scarce resources.

However, Morrissey, Wandersman, Seybolt, Nation, Crusto and Davino (1997) indicate that a significant gap exists between science and practice in prevention and that this gap works to the detriment of effective prevention programming. This conclusion is based, partly, on the results of a survey of 101 Center for Substance Abuse Prevention project directors, evaluators and consultants. Morrissey and her colleagues describe a framework for incorporating theoretical and empirical knowledge into prevention practice in an effort to address this gap. The framework provides distinct roles for evaluators, practitioners, researchers and organizations and is based on transferring knowledge about what works regarding preventive interventions. Given the promise of prevention programming, the conclusion of Morrissey et al. (1997) that few communities are utilizing empirically validated approaches to preventing social problems such as substance abuse, violence and teen pregnancy is particularly disturbing.

Implications for Practice
These conclusions and the discussion prompted by the Franklin County conference suggest a special role for community
psychologists (and other community oriented professionals) related to the development of prevention policies at the local level. Morrissey et al. (1997) describe this role in terms of “bridging the gap between science and practice.” Several other community psychologists advocate for similar professional roles (Chavis, 1993; Elias 1994; Wicker & Sommer, 1993).

One way to bridge this gap is to create, manage and facilitate public forums for discussion of state-of-the-art prevention practices and approaches to preventing social problems.

Conferences like the one in Franklin County may provide such forums. The skills necessary to stage such conferences are not typically taught in graduate programs in community psychology or the other helping professionals. These skills include goal setting, budgeting, planning, consensus building and group facilitation. The post conference discussion suggests a second set of skills essential to the implementation of local prevention policies. These skills encompass those defined above as well as skills related to advocacy, education, communication and marketing.

The Franklin County conference and post conference discussion suggested that the implementation of effective local prevention practices will be dependent on changing local organizational norms, customs and operating procedures. This type of social change is highly consistent with the goals of community psychology. The Franklin County conference provided a means to define a local policy agenda. Progress toward this agenda will be dependent on the skill and commitment of local planners and social change-agents. Specifically, progress will be dependent on the ability of local planners and social change-agents to bring a new set of skills to the policy arena.

References


**Promoting Disability Rights in Minority Communities: An Empowerment Approach**

Brigida Hernandez, Christopher Keys, and Fabricio Balcazar

Departments of Disability and Human Development and Psychology, University of Illinois at Chicago

**Introduction**

The Americans with Disabilities Act (ADA) is a federal law that intends to protect the civil rights of approximately 54 million noninstitutionalized Americans who have physical, sensory, intellectual, or psychiatric disabilities (US Bureau of the Census, 1999). Modeled after the Civil Rights Act of 1964 and the Rehabilitation Act of 1973, the ADA was passed in 1990 and has been hailed as the most comprehensive and significant civil rights law for individuals with disabilities to date (Johnson & Baldwin, 1993; Wehman, 1993). It imparts nearly every aspect of American society and aims to fully include those with disabilities into mainstream culture (Altman & Baratt, 1993). More specifically, the ADA prohibits discrimination in the following areas: employment, state and local government services, transportation, public accommodations, and telecommunications.

Equally important, the ADA rebuts the medical model of disability that focuses on the physical impairments of individuals as the source of their disability-related problems. Instead, this law adopts a socio-political understanding of disability that focuses on the interaction between the individual and the environment (Hahn, 1993). According to this socio-political model, disability-related problems are viewed primarily as a product of a disabling environment, such as the presence of stairs for those who use wheelchairs or complicated job applications for those with intellectual disabilities or negative employer attitudes toward hiring those with mental illness. By adopting a socio-political model, the ADA shifts responsibility for disability-related problems from the individual to society and reframes victim blaming into opportunities for social change (Block, Balcazar, & Keys, 1999). This paper presents a research project that uses an empowerment approach to respond to social barriers that interfere with the implementation of the ADA in minority communities of Chicago.

Empowerment is defined as “the process of gaining some control over events, outcomes, and resources of importance to an individual or a group” (Fawcett et al., 1994, p. 472). Miller and Keys (1996) outline principles of empowerment that are specific to the area of disabilities and they include: (1) gaining awareness of societal discrimination; (2) emphasizing strengths; (3) fostering skills and knowledge and taking action through participation in community organizations; and (4) working collaboratively with supportive advisors.

**The Capacity-Building Project for ADA Implementation.** For the past 18 months, the Advocacy and Empowerment Program for Minorities of the Departments of Disability and Human Development and Psychology at the University of Illinois at Chicago has developed and used a capacity-building model that is grounded in the basic principles of
empowerment to increase awareness of the ADA and promote disability rights in African-American and Latino communities of Chicago. The capacity-building model has the following phases: (1) planning and organizing; (2) working with leaders from community agencies to conduct participatory community needs assessments to identify and prioritize consumers' perceptions about the areas of the ADA that need immediate action; (3) organizing action groups to implement activities to address ADA-related needs; (4) working with action group members to set goals and plan actions to address specific problems identified in the needs assessment process; and (5) providing feedback and technical assistance to support the action groups in reaching their goals.

We are currently working in partnership with two local Independent Living Centers (ILCs) in order to implement the model in African-American and Latino communities, with the direct support of the Great Lakes Disability and Business Technical Assistance Center (DBTAC). In addition, we are supporting two grass-roots organizations that address the needs of parents of children with disabilities to develop their capacity to become independent service-providing organizations. One organization is comprised of 80 Latino parents with children who have hearing disabilities. This organization offers sign language classes, support groups, and recreational activities throughout the year. The other organization is newly established and aims to support African-American parents of children with autism and other developmental disabilities. This organization plans to offer support groups, child care services, and outreach to new parents of children with disabilities. A brief description regarding how we have implemented a capacity-building model with an ILC and a grass-roots organization is presented.

The Capacity-Building Model with an Independent Living Center. Our work with a local ILC illustrates the five stages of the capacity-building model. First, we have consistently attended and participated in meetings with leaders from this ILC to plan and organize activities that focus on issues of disability rights and community involvement. Second, we have assisted the ILC leaders in conducting abbreviated needs assessments with consumers from three predominantly African-American and Latino communities. Issues of top priority that have been identified include: accessible housing, transportation, employment, and accessibility of local businesses. Third, with our support, the ILC leaders have organized action groups to implement activities to address the most-pressing issues. Fourth, we have worked directly with the ILC leaders and action group members to set goals and plan actions to address specific issues that were identified in the needs assessment process. For instance, we helped organize and participated in several accessibility tours, whereby consumers and disability advocates: a) visit businesses, b) provide information about the ADA, c) conduct brief ADA accessibility surveys, and d) provide low-cost suggestions to owners and managers. Lastly, we have provided feedback and technical assistance to support these action groups in reaching their goals, such as ADA informational training and workshops on how to conduct an ADA accessibility survey.

Furthermore, our work with this ILC has consisted of developing two research projects that support their disability rights agenda. First, the ILC leaders were interested in examining the level of ADA physical accessibility of businesses located in three target neighborhoods. Lack of accessibility would prohibit persons with disabilities from participating in everyday activities, such as grocery shopping or banking. We provided training, tools, and technical support on how to conduct these assessments to leaders, volunteers, and consumers of this ILC. To date, 75 assessments have been completed. Second, the ILC leaders wanted to better understand the barriers and supports that African-Americans with disabilities encounter when seeking employment. We developed a qualitative interview to help gather this information. The ILC leaders recruited African-Americans with disabilities from their own organization and from a disability job fair to participate in this research activity. The ILC leaders have also selected an African-American woman who has a physical disability to conduct these interviews. We are currently training her on how to conduct these interviews and we will be providing her ongoing support.

The Capacity-Building Approach with a Grass-Roots Organization. The components of the capacity-building model are also represented in our work with a local grass-roots organization that addresses the needs of Latino parents with children who have hearing disabilities. First, a designated staff member has attended and participated in all of their board meetings where issues related to the needs of this organization and its membership are discussed. Second, we have conducted a focus group, whereby a small group of parents identified and discussed their specific needs. This information was used to create a needs assessment survey that has been administered to 27 parents of this organization. In the near future, survey results will be analyzed to identify the most pressing issues, and action groups will be formed to address them. We will be providing assistance, feedback, and technical support to these action groups to help them reach their goals.

Finally, we have also worked toward building the capacity of this and other grass-roots organizations to help them become independent service-providing organizations. Our efforts have consisted of: a) leadership and advocacy training, b) grant and proposal writing workshops, and c) instruction on providing personal testimony.

Conclusion
Overall, this paper attempts to demonstrate how ILCs and grass-roots organizations can adopt a capacity-building model to increase awareness of the ADA and to promote disability rights. Examples used in this paper illustrate how such a model promotes empowerment among individuals to participate meaningfully in these organizations in order to advance the disability rights agenda. We anticipate that such a model can be useful to other types of organizations that address the needs of disenfranchised groups.
Child and Family Services: Translating Research into State Policy

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Over the past several years there have been new efforts at the University of Delaware (UD) and within the state of Delaware to address the needs of young children and their families by more closely linking social policy with research. Mechanisms are developing at many land-grant Universities (Lerner, 1999) to support partnerships between University and state government initiatives. The structural, higher level systems, norms, and beliefs that have traditionally stifled such joint activities are now presenting a "window of opportunity" for new ways of conducting and disseminating research so that it can inform social policy.

Structural changes at the University of Delaware and within state government are creating an environment that can more easily facilitate state-University partnerships to address social problems. A new college was created to focus on applied issues, research, and practice that will benefit the citizens of the state of Delaware. This new College (CHEP) was formed through the merger of three former colleges (Human Resources/ Family Studies, Education, and Urban Affairs/Public Policy). Research Centers were strengthened and have become more inclusive, crossing traditional departmental turf and roles (e.g., the Center for Disabilities Studies, the Center for Community Development and Family Policy). In addition, the number of Public Service Assistantships were increased for graduate students and a Public Service Fellowship program for undergraduates was initiated. These provide funded opportunities for students to be involved in joint research and community service activities. In addition, students are encouraged to develop an interdisciplinary knowledge base in order to be prepared to address today's complex social problems.

Three state initiatives provide the background for the projects discussed in this article. One of these initiatives was to provide support services to first time parents and ensure quality parent education and support services within the state. The second initiative was the state’s implementation of PL 99-457 and the establishment of the Birth to Three program (for children with disabilities/special needs). The third initiative has been coordinating the services for children with more severe disabilities as they grow older, receive services in the educational system, and transition into adult services. All three initiatives were started within a political climate of policy makers wanting increased accountability in order to determine whether programs were "making a difference" and whether there was an efficient and effective use of resources.

This article describes four community/state/University partnerships that are underway that are designed to apply community research to social policy. The first project is the development of an evaluation instrument and methodology that was part of a community/state/University partnership. The approach to evaluation was research-based, user-friendly, and stakeholder endorsed. The evaluation instrument was a tool for monitoring the quality of state-funded programs throughout the state, provide data for making training recommendations, and guide the funding of new parent education and support programs. It was developed at the request of the Parent Education Partnership in the state of Delaware. This Partnership was charged by the Governor’s Family Services Cabinet Council with devising a process to assess how well the state’s parent education and support programs were managed and implemented. (Council members are from Departments of Education; Health and Social Services; Services for Children, Youth, and Families; Public Safety; Corrections; Labor; and the State Housing Authority. The State Budget Director also participates). The context for this project was a) a growing interest and support within the state government, university, and among providers for more comprehensive parent education and support services, and b) state government officials who had accountability, effectiveness, and budgetary concerns.

The Parent Education Partnership contracted with the University of Delaware to synthesize research on parent education to determine "best practices" that could guide Delaware’s very diverse parent education and support programs. Through meetings with educational "experts" from several institutions of
higher education in the state, current research was synthesized into a “best practices” document. In the literature review, special attention was given to issues such as barriers to effectiveness, hard-to-reach audiences, parents with low incomes, at-risk populations (especially teen parents), and understanding the perspectives of participants. Then, the Best Practices document was operationalized into criteria that was consistent with local providers’ best knowledge and understanding of effective community-based parent education and support services. This translation process involved meeting with major service providers and organizations in the state and other stakeholders to develop realistic and acceptable criteria. Developing criteria that could be applied to very diverse programmatic strategies and philosophies, as well as to programs serving different groups of parents was a major focus of the meetings. As a result of many collaborative meetings, the team of contractors, Parent Education Partnership committee members, and University researchers developed a set of criteria to ensure that Delaware’s programs were grounded in “best practices.” The evaluation instrument was piloted with project managers and those who contributed to the instrument’s development. After group ratings of several existing programs in the state, clarifications and revisions were made to the instrument. The Criteria combined generic program planning guidelines with specific on parent education and support programming. The review of parent education and support literature, and the Criteria to assess program adherence to “recommended practices” are posted on the internet at http://bluehen.aps.udel.edu/strength/. Implementation of these criteria on an ongoing basis is currently under review.

A second research project involves assisting early intervention programs in Delaware to create and implement evaluation and outcome measurement procedures. Three programs are developing evaluation procedures: a) Child Development Watch (CDW)/Birth to Three Early Intervention Program (Part C of IDEA in Delaware), b) the Federal Head Start programs in Delaware, and c) the state Early Childhood Assistance Programs (ECAPs). The CDW program is in its third year of program evaluation. This project is responsible for measuring family perceptions and satisfaction with services for children and families. Family perception and satisfaction surveys have been distributed annually to a sample of families receiving CDW services. These results have been used to tailor the structure of services offered by CDW and to refine such activities as transitions between the Part C system and preschool age IDEA services. Each year the surveys have been adapted by a group of family and professional stakeholders to collect information about an issue or concern that is especially important for the program. Questions about children and families transitioning from the Part C program to other services were recently targeted.

In 1999, this project also tracked the development of children receiving services from the Part C program. Of special interest to the family and professional stakeholders’ advisory group was the impact of services on children living in poverty and children with severe disabilities. Federally funded Head Start and state-funded ECAP programs have also been involved in tracking children’s skill development and family changes. Children’s skills are measured over time along with the accomplishment of family goals. The project documents the number of goals accomplished by families and how those goals are achieved. This allows families and programs to see which goals are being addressed and what resources are being used to achieve those goals.

A third set of projects funded by the Delaware Department of Education links UD’s Center for Disabilities Studies with Delaware’s Educational Reform and accountability efforts—a priority of both the Governor and the business community. These projects have the purpose of assuring that schools are responsible for providing opportunities for all students, including those with moderate to severe cognitive disabilities, to meet high standards. Over a four year period, the projects have involved hundreds of parents, general and special education teachers, school administrators and representatives of state agencies and not-for-profit advocacy groups in a) the adoption of standards that raise expectations for student learning, b) the design, piloting and field testing of an alternative assessment process based upon student portfolios, c) the design and development of a reliable and valid portfolio scoring procedure that links to the accountability system for students, teachers, and administrators in a way that provides useful information for program accountability and improvement, and d) the design and implementation of a state-wide program to train educational personnel and parents in the process of portfolio development. The evaluation of the projects is in terms of overall educational system change for students (ages 5-21) with moderate to severe disabilities. A fourth project is Kids Count / Families Count / Wilmington Counts. In a cooperative arrangement with the University, the state, and the Anne E. Casey Foundation, annual publications are produced and distributed that provide valuable information on benchmarks or indicators as to the well-being of children and families in the city of Wilmington (the major metropolitan area in Delaware), and the state. Through a unique partnership between researchers, state agency officials, policy makers, and service providers, indicators were developed (and continue to be developed) which assist policy makers and other community advocates in evaluating current social problems, and in identifying emerging needs of children and their families within the state. This information has been used in a number of contexts in Delaware. For example, Kids Count, Families Count and Wilmington Counts reports were used to provide evidence for testimony for Delaware’s Child Health Insurance Project, in the development of an accreditation process for a state-wide childcare network, and to assist with advocacy efforts by the City of Wilmington’s newly created Children, Youth and Families Department.

These four projects are examples of how research activities can inform policy. At the same time, they are also examples of projects that provide graduate students with valuable training opportunities while having a direct impact on their community. Through the University of Delaware’s graduate education programs, students can learn about community research and action within the context of either child/family studies and/or urban affairs & public policy/public administration (MA/MS and PhD degrees). Students interested in pursuing an interdisciplinary
One of the increasingly popular approaches to research and scholarship that many tout as “new and innovative,” has long been recognized as one of the fundamental tenets of community psychology — interdisciplinary collaboration. Despite its presence among the defining principles of the field, not until relatively recently have community psychologists begun to forge interdisciplinary collaborations with the express purpose of informing public policy. It has been more recent, still, that some community psychologists (e.g., Reppucci, Woolard, & Fried, 1999) have begun to advocate for those in the field to assume a leadership role in the area of public policy, leaving community psychologists to identify ways in which they can best apply their skills and training, as well as their unique perspectives, to the formulation of public policy. The goal of this article is to extend the discussion of those ways in which community psychologists can begin to take a more proactive role in policy development, as well as to examine the usefulness of interdisciplinary collaboration in this effort. More specifically, therapeutic jurisprudence, a concept with its roots in legal scholarship, will be presented as one avenue for community psychologists to become more involved in public policy.

With increasing frequency, policymakers, funders, agencies, researchers, and practitioners are beginning to recognize the benefits of collaboration. At the most fundamental level, it is imperative that a real sense of partnership exist among the participants if collaborative efforts are to succeed; true collaboration, and the benefits that follow, cannot exist where collaboration is merely a sham for promoting the self-interest of one individual, agency, or institution (Corvo, 1997). Instead, true collaboration is motivated by a recognition on the part of all participants that they have much to gain from working together, which may or may not be accompanied by a mandate from funders or others (Riger, 1999). As Fawcett, Paine-Andrews, Francisco, & Schultz (1995) noted, when stakeholders work together toward a common purpose, coordinated networks develop that improve each stakeholder’s ability to fulfill their shared mission. Perhaps nowhere beyond the realm of direct service provision is the need for the establishment of such networks more clear than within the policy arena, where both lawmakers and their constituents can benefit enormously from the presentation of unified suggestions, supported by empirical data, from those researchers, scholars, and service providers most knowledgeable of the issues at hand. Commentators (e.g., Walsh, Brabeck, & Howard, 1999) have identified many challenges to interdisciplinary collaboration; however, at the root of many of these obstacles are a need for trust and respect for the diverse perspectives of all partners. The expertise of each, as well as the critical contributions the various partners make to the endeavor, must be acknowledged and appreciated.

Within the context of public policy, two obvious potential collaborators are lawyers and social scientists; however, these two groups often have had great difficulty working in partnership. Many commentators, (e.g., Wrightsman, Nietzel, & Fortune, 1998) have examined the conflicts between psychology and law that make it difficult for the two fields to work together. Nonetheless, there continue to be many opportunities for integrating the strengths of both disciplines around policy efforts. One unique framework that facilitates such interdisciplinary collaboration is presented by an emerging area of psycholegal studies known as therapeutic jurisprudence.

Therapeutic jurisprudence (TJ) is a new perspective for examining how law works in the real world. It looks at substantive rules of law, legal procedures, and how official participants perform their legal roles. TJ postulates that law can psychologically help or harm individuals. It seeks to maximize the psychological benefit and minimize the psychological harm caused by legal rules, procedures, and participants, and urges that law must be based on a sound knowledge base if it is to have a beneficial impact. In summary, TJ brings social science and law together to see whether law works as intended and how law can be improved.

Traditionally, TJ has focused narrowly on the law as a therapeutic agent for offenders suffering mental illness or deviance (Wexler, 1992); however, more recently, the scope of TJ has been expanded to include victims and society-at-large (Wexler, 1993; Winick, 1997). As TJ broadens its scope to examine how current laws, policies, and legal systems impact not only offenders and victims, but also larger communities, its links to community psychology become increasingly evident. Clearly, social scientists in general, and community psychologists in particular, can bring to TJ the methodology and expertise in human behavior that are critical to an examination of the societal effects of the law. Research questions of interest to community psychologists include not only evaluations of the effectiveness of law to address social problems, but also the intended and unintended consequences of the law. While contributing their expertise in systems-level approaches, community psychologists can also bolster the support of interdisciplinary collaboration that is vital to fulfilling the goals of TJ.

Recognizing the potential for joint projects that explore the applicability of TJ to a variety of policy topics, these authors, who represent the fields of both law and psychology, have developed an initiative focused on crafting new policy-based strategies for preventing intimate violence (broadly defined to in-
clude spousal abuse, violence against women in dating and other intimate relationships, child maltreatment, and elder abuse). At present, most legal and policy efforts in this area rely primarily on the criminal law (and, to a lesser extent, the civil law) to prevent the re-occurrence of violent incidents in intimate relationships. Supporters of this approach argue that increasing the arrest, prosecution, and punishment of offenders is the most effective strategy to protect victims from intimate violence. In contrast, other experts (including those within community psychology) maintain that primary prevention efforts targeted toward changing societal attitudes toward women, children, and violence are the most effective for preventing intimate violence before it occurs.

Few observers would contend that current efforts adequately address the problem of violence within family and other intimate relationships. Even more troubling is a concern that current policy may actually exacerbate the problem. For example, there is some data to suggest that while arresting a batterer may reduce violence in the short term, it increases violence in the long term (Buzawa & Buzawa, 1996). For these reasons, it is imperative that new strategies for preventing intimate violence be developed. Given the complexity of the many issues involved in intimate violence, these new approaches must incorporate the perspectives of multiple fields. Legal professionals, social scientists, medical professionals, social service personnel, and other service providers have investigated this complex problem and can contribute unique and important perspectives in developing a plan of action. Accordingly, we have begun our endeavor by organizing a national conference that will bring together leading experts in intimate violence across diverse disciplines. These experts will discuss what we know, as well as what we do not know, about preventing intimate violence in America. A primary goal of the conference, which is supported in part through a grant from the American Psychology-Law Society under its presidential initiative to encourage such interdisciplinary collaboration, is to afford participants an opportunity to forge those partnerships that can spark innovative approaches to evaluating those policies and strategies already in place and to develop new solutions to intimate violence. Arrangements have already been made to publish papers presented at the conference in a special symposium issue of the University of Missouri-Kansas City Law Review entitled “Preventing Intimate Violence: Have Law and Public Policy Failed? Crafting Interdisciplinary Collaborations and New Strategies for Action.” This represents an essential step in the collaborative effort – scholarship must be distributed across disciplines if the full benefits of interdisciplinary collaboration are to be realized.

While not offered as a “cure-all,” therapeutic jurisprudence is submitted as one framework that presents a prime opportunity for community psychologists to join with other professionals to explore new and meaningful ways of impacting public policy. Clearly, the legal system does not affect only offenders and their victims. Laws and policies aimed at social problems necessarily have a community-level impact. Thus, the systems-level approach of community psychology is a critical piece of this endeavor. Moreover, TJ is one area in which legal scholars not only welcome, but openly invite social scientists to participate. As stated by La Fond (1999, p. 375), “policy-makers should pay attention to the wisdom provided by the social sciences in formulating laws and implementing procedures.” By answering the call to join with legal scholars, judges, prosecutors, law enforcement, and policy makers under the framework of TJ, community psychologists can become partners in uniting these and other disciplines in an effort to formulate effective public policies around key social issues.

References


On Shaping Youth Tobacco Access Policy: Lessons from the Field

Steven B. Pokorny, Mark D. Engstrom, Carrie J. Curie, and Leonard A. Jason
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In the United States, tobacco use begins at an early age. First use of tobacco almost always occurs during adolescence, before high school graduation (Centers for Disease Control [CDC]).
Bacco. Johnston, O'Malley, and Bachman (1998) found that out of every 10 10th graders (88.1%) believe that it would be
ported that in most areas minors could purchase cigarettes nearly three out of every four 8th graders (73.6%) and nine
"fairly easy" or "very easy" for them to obtain tobacco.

A youth's decision of whether or not to use tobacco also has very serious health consequences. The use of tobacco products is the nation's deadliest addiction. Cigarette smoking remains the main preventable cause of premature disease and death in the United States (U.S. Department of Health and Human Services [USDHHS], 1994). Smoking kills over 400,000 people each year (CDC, 1993). This is more people than die each year of AIDS, homicide, suicide, automobile accidents, illegal drug use, and fires combined (USDHHS, 1995). The direct medical costs of treating tobacco-related diseases in the United States are estimated at $50,000,000,000 per year (CDC, 1996). If the present trend of tobacco use among youth does not change, approximately 5 million people under the age of 18 will eventually die from smoking-attributable diseases (CDC, 1996).

An important risk factor for adolescent cigarette smoking is easy access to tobacco products (DiFranza, Carlson, & Caisse, 1992; Jason, Ji, Anes, & Birkhead, 1991; Stanton, Mahalski, McGee, & Silva, 1993). During the early 1990s, it was reported that in most areas minors could purchase cigarettes from retailers most of the time (Jason, Ji, Anes, & Xaverious, 1992; Forster, Konro, & Wolfson, 1996; USDHHS, 1994; Radecki & Zdunich, 1993). While retail sales rates of tobacco products to minors have decreased somewhat, there are sufficient retail sources for minors to gain easy access to tobacco. Johnston, O'Malley, and Bachman (1998) found that nearly three out of every four 8th graders (73.6%) and nine out of every ten 10th graders (88.1%) believe that it would be "fairly easy" or "very easy" for them to obtain tobacco.

Officer Talbot and Leonard Jason helped draft Woodridge's tobacco licensing and enforcement law, passed on May 1, 1989. The new law required that tobacco retailers must obtain a license to sell tobacco products. When stores violated the law the first time, they were fined; a second offense entitled the suspension of the merchant's tobacco license, resulting in a significant loss of income. In addition, if minors were caught smoking, they would be issued a $25 ticket. For the past 10 years, Woodridge police have been sending minors into stores to attempt to purchase cigarettes. The Woodridge police department's active enforcement of the tobacco sales law resulted in the almost complete elimination of retail sales of cigarettes to minors (Jason, Billows, Schnopp-Wyatt, & King, 1996). These actions made Woodridge the first community in the nation to demonstrate an effective method for reducing youth access to tobacco.

This early research was instrumental in the development of new federal legislation directed at reducing youth access to tobacco. Officer Talbot became nationally recognized as an authority on youth tobacco access policy, and was invited to present the Woodridge experience at congressional hearings. In 1992, Congress enacted the Alcohol, Drug Abuse and Mental Health Agency Reorganization Act, which required states to pass and enforce laws against the sale and distribution of tobacco products to individuals under eighteen years of age (Jacobson, Wasserman, & Anderson, 1997). This law, known as the Synar Amendment, makes block grants from the Substance Abuse and Mental Health Services Administration (SAMHSA) contingent upon compliance with these provisions. Congress established that states had until 1994 to enact and enforce a law that could reasonably be expected to reduce the availability of tobacco products to minors. To do this, states are required to conduct random, unannounced inspections to ensure compliance with the law. The law also requires that states develop a strategy and time frame for reducing illegal cigarette sales to less than 20%, and submit an annual report detailing efforts to enforce the law. This report must describe how inspections were conducted, the
methods used to identify tobacco vendors, the effectiveness of the previous year’s efforts to reduce minors’ access to tobacco, and plans for enforcing the law for the upcoming year (Jason, Biglan, & Katz, 1998). Many of the Synar provisions were based on the recommendations of Officer Talbot.

The DePaul University research team is now expanding the results of our earlier work on youth access policies by using a randomized community trial. The Youth Tobacco Access Project, funded by the Robert Wood Johnson Foundation, is a systematic three-year study of the effects of local tobacco control policies on the prevalence of smoking and other tobacco use among 6th, 7th, and 8th grade students in 10 randomly selected communities. The project assesses the impact of enforcing community-level tobacco sales laws and tobacco possession laws on the rates of smoking among youth. Our experiences have provided some important lessons about shaping youth tobacco access policy.

Lessons From the Field

At the present time, the FDA has contracted with states to conduct tobacco sales enforcement regulations, which are supposed to complement other local activities occurring on the tobacco control front. Unfortunately, the goal of these enforcements is to reduce the number of stores selling tobacco products to minors to less than 20%. The problem with this target is that youth often know which stores sell tobacco products in their community. So, if one out of five stores continues to sell tobacco products to minors, youth will still have easy access to this dangerous substance. In addition, even if the targeted sales rate of 20% is reached, typical procedures used to measure this rate probably underestimate the true nature of the problem. When minors are trained and sent into stores to purchase cigarettes, they typically are not from the community (for safety reasons), do not use fake IDs, and do not lie about their age, whereas minors who are trying to purchase cigarettes for themselves have all these characteristics. Based on our experience, we recommend that tobacco sales rates must be decreased to less than 5%, and preferably 0%, if we are to effectively limit youths’ easy access to cigarettes from store vendors. In recent testimony to Congress, the last author argued strongly for this policy change (Jason & Fricano, 1999).

Even if stores were to completely stop selling minors cigarettes, youth will still be able to steal cigarettes from self-service displays. Therefore, it is also critical to ban self-service tobacco displays in all stores. As cigarettes become more difficult to obtain from merchants, and if minors have difficulty stealing cigarettes due to the banning of self-service displays, they will still be able to obtain cigarettes through social sources. Youth will not only approach friends and family members for cigarettes, but also total strangers, particularly if they are smokers (Ribisl, Norman, Howard-Pitney, & Kim, 1999).

While decreasing youth access to retail sources of tobacco is a commendable act in and of itself, youth will still have access to tobacco. This is particularly true for those youth who are older, as they can frequently obtain cigarettes from friends and family members. What this leads us to suggest is a very controversial action: fining minors for the possession and use of tobacco. Ironically, this is an action supported by the tobacco industry, but opposed by the anti-smoking coalitions. The reason that this policy is opposed by progressive organizations is that many towns only fine minors for possession and do not penalize merchants who sell tobacco products to minors. In addition, some towns criminalize this process by remanding youth violators to the court system. It is possible, however, that minors can be given a parking-style ticket and fine, thereby making the violation a civil rather than criminal offense. Is not underage smoking in public at least as serious an act as parking without paying the meter? In our research, we have found that youth support the policy of fining minors for the possession and use of tobacco, and they see this as a more effective strategy than limiting retail access to tobacco products. In addition, our preliminary research suggests that the combination of conducting tobacco sales enforcements and fining minors for possession of tobacco is not only effective in preventing smoking, but also has spillover effects into other illegal activities (Jason, Berk, et al., 1999).

Tobacco policy advocates need to be careful because the tobacco industry continues to exert a negative influence in the anti-tobacco effort. As an example, the tobacco industry used the findings of the last author, who specified that merchants needed to be fined rather than educated, to illogically promote their position that merchant education was effective in controlling youth access to tobacco. The tobacco industry’s campaign to decrease youth smoking focuses on adults telling youth that this is a dangerous activity, which plays into youths’ desire to be rebellious and independent. In addition, the tobacco industry supports preemption efforts by states to limit local attempts to enact tobacco control policy. When states enact preemptive tobacco-control legislation, they prevent local jurisdictions from enacting restrictions that are more stringent than the state law or vary from the state law. Legislation that preempts community-level action removes control from the community and prevents local advocates from taking effective measures to eliminate tobacco use among youth. It is important for tobacco policy advocates to work toward the elimination of state preemptive laws.

In conclusion, we believe that researchers can play an important role in shaping public policy. Over the next few decades, millions of dollars will be made available to social scientists with interests in reducing youth smoking. We hope that community-oriented social scientists take interest in this important public health initiative.

References


Meg Bond Appointed to APA Committee on Women in Psychology (CWP)

We are delighted to announce that "our own" Meg Bond has just been appointed to serve a 3-year term on the APA Committee on Women in Psychology. This is really a wonderful recognition of Meg's significant contributions. The mission of CWP is to "ensure that women achieve equality as members of the psychological community." The tasks of the committee include such activities as collecting information about the status of women, developing recommendations and implementing guidelines to increase the participation of women in the roles and functions of the profession, and communicating with other agencies and institutions regarding the status of women.

Gary Harper Appointed to APA Committee on Psychology and AIDS (COPA)

We're delighted to be able to announce that Gary Harper (a founder and chair of the SCRA Interest Group on Lesbian, Gay, Bisexual, and Transgender Concerns) has just been appointed to a 3-year term on the APA Committee on Psychology and AIDS (COPA). COPA's mission is to guide the development and implementation of APA's organizational response to the HIV/AIDS epidemic. Its objectives include: educating psychologists and society at large on the various and unique roles psychology can contribute to the fight against the HIV/AIDS epidemic; encouraging and supporting psychologists in their efforts toward eliminating this epidemic through effective strategies of preventive education and intervention; and stimulating behavioral research in a variety of areas associated with HIV prevention and mental health services for persons affected by HIV/AIDS.

Pat Tolan Appointed to APA Committee on Children, Youth, and Families

Yes, yet another Division 27 member has been appointed to an important APA Committee! Congratulations this time go to Pat Tolan for his appointment for a 3-year term to the APA Committee on Children, Youth, and Families. The goals of CYF are to identify and disseminate information concerning the psychological status of children, youth, and families; encourage psychological development of individual and family competence; contribute to the formulation and support of policies that facilitate optimal development of children and youth within families, and designate priorities for APA involvement in issues affecting children, youth, and families.

General Information

Seeking New Members for Task Force on Women and Poverty

APA's Division of the Psychology of Women (Div. 35) is seeking new members for its Task Force on Women and Poverty. Task Force members include researchers, practitioners, and social policy analysts with expertise in the areas of education, job training, childcare, health care, housing, domestic violence, and social service delivery. Because poverty is a multifaceted problem affecting groups across gender, racial/ethnic, and age boundaries, we hope to broaden our scope by building our membership across divisional lines. If you are interested in joining the TF or learning more about it, please contact Heather Bullock at hbullock@cats.ucsc.edu or Bernice Lott at blott@uri.edu.

CDC Publications Available

The Centers for Disease Control and Prevention has published an important new resource entitled, "The Compendium of HIV Prevention Interventions with Evidence of Effectiveness." This document provides a list of state-of-the-art HIV prevention interventions that have been shown to be effective through rigorous behavioral and social science research. The document is available as an Adobe file posted on the CDC's Division of HIV/AIDS Prevention website. The link is http://www.cdc.gov/nchstp/aidspubs/hivcompendium.pdf. If they do not already have it, users can obtain Adobe Acrobat Reader (which is used for MMWR and other CDC online publications) through this link. Persons may also request paper copies of the Compendium from NPIN (the former CDC/AIDS Clearinghouse) after December 1999. The NPIN website is http://www.npin.org. Their phone number is 800-458-5231. Hardcopies will be available from NPIN (the former AIDS Information Clearinghouse) in a few weeks; you can put your name on their list to order copies. They also have CD-ROMs. Their website is http://www.npin.org.

The Society for the Psychological Study of Social Issues (SPSSI) Announces the Grants-In-Aid Program

The SPSSI Committee on Grants-In-Aid has funds of up to $2,000 per grant available for scientific research in social problem areas related to the basic interests and goals of SPSSI and particularly those that are not likely to receive grants from traditional sources. The Committee especially encourages proposals involving (a) unique and timely research opportunities; (b) underrepresented institutions, new investigators, (c) volunteer research teams, and (d) actual, not pilot, projects. Funding up to $1,000 is available for graduate student research with strong preferences given to applications from students at the dissertation stage of graduate career. Deadline: April 1, 2000. For more information on this and other SPSSI awards, contact SPSSI website at http://www.spssi.org.

Join Section on Child Maltreatment

An invitation is extended to join the Section on Child Maltreatment, Division 37 of APA. The section is the only permanent organization within APA that focuses on furthering understanding, prevention, and intervention in the area of child maltreatment. The Section fosters the development of maltreatment research, practice, and advocacy. Members receive the Section Newsletter and the Section Alert (up-to-date information on funding and research and treat-
ment innovations). To join please mail name, address, phone number, and e-mail address, with a check for $15 ($10 students) to APA Division 37 Section 1, Division Services, 750 First Street NE, Washington, DC 20002-4242. Contact Larissa Niec at lniec@iname.com with membership questions.


Third stand-alone convention to be held at the University of Minnesota, Minneapolis June 16-18. The Society’s Program Committee intends the program to bridge theory, research, and practice on a variety of social issues with specific focus on those problems that will be of concern to our nation, and our globe, in the coming century (e.g. prejudice, health care, education, intergroup and international conflict). For more information contact SPSSI website www.spssi.org/2000.html.

Jobs / Post Docs

An Interdisciplinary Department Seeks Faculty

This is to announce two new faculty positions in community studies at Peabody College of Vanderbilt University. We are creating a new department called “Human and Organization Development” (HOD). It has a strong intellectual and values position in Human Science (Polkinghorne) with foundations in American Pragmatism (particularly Dewey; Richard Bernstein) and action research (Lewin, Argyris). Programs in it are a service learning underground major, human services, community development, social policy and counseling masters specialties and a doctoral program in community research and action. A conceptual rationale for the department has just been drafted; I would be pleased to forward a copy on request.

We are particularly interested in persons who have a community/organizational orientation (social psychology or sociology) within the general area of social and behavioral sciences. This would be a very good fit for a person with an established program of scholarship in such fields as community psychology, community sociology, community development, applied anthropology, economic development for community sustainability, practical theology.

Beginning in the fall of 2000, we expect to fill up to five tenured or tenure-track positions (rank open) in the following areas: counseling and adult development, community studies or community development, and health and human services. We are particularly interested in persons who can bridge two or more areas and anticipate that two of these positions will be filled by individuals who can provide senior leadership to the HOD program. Successful candidates will be expected to teach and advise at both the graduate and undergraduate levels. In addition to the HOD program itself, the largest undergraduate major at Vanderbilt University, we also expect to offer a range of related master’s programs in the areas listed above as well as an interdepartmental doctoral program in Community Research and Action. There is currently a CACREP-accredited master’s program in Human Development Counseling (school and community agency). Review of applications began on December 1, 1999, and will continue until the positions are filled. Candidates should send a curriculum vita, representative reprints, a statement of research and teaching interests, and the names and addresses of three references to: Professor Howard Schneider, c/o Lynn Cooil, Box 90, Peabody College of Vanderbilt University, Nashville, TN 37203. Vanderbilt University is an equal opportunity employer and encourages applications from women, minorities, and persons with disabilities. For inquiries, please call J. R. Newbrough, Professor of Psychology (615-343-8715) or contact via e-mail: John.r.newbrough@vanderbilt.edu When ready, please forward your application to Professor Howard Sandler.

Postdoctoral Fellowships in Prevention Research Training: Urban Children’s Mental Health and AIDS Prevention University of Illinois at Chicago

The University of Illinois at Chicago (UIC) has openings for a 3-year Postdoctoral Fellowship in Prevention Research Training in Urban Children’s Mental Health and AIDS Prevention. Training focuses on the evaluation of school- and community-based programs to promote competence and prevent behavioral problems, socioemotional dysfunction, and AIDS. Training is provided by an interdisciplinary group of faculty from the following UIC training units: Department of Psychology, Health Research and Policy Center (HRPC), School of Public Health, Department of Psychiatry, Center for Urban Educational Research and Development (CUERD), and College of Education.

The Program provides multidisciplinary, advanced research training for PhDs (in Psychology, Public Health, Education, Nursing, Sociology, Social Work), MDs (in Psychiatry, Pediatrics, Preventive Medicine, or Family Practice), and DrPHs who are interested in designing, implementing, and evaluating school- and community-based prevention programs for urban children, youth, and families. Our goal is to provide a strong foundation for trainees who seek academic and research careers with a focus on the prevention of mental health and health problems and HIV infection.

Sixty UIC faculty members--primarily from Psychology, Public Health, Education, Nursing, and Psychiatry--provide training, research opportunities, and mentoring to trainees. The Program involves required multi-disciplinary course work and supervised research experiences to teach trainees about: assessment and intervention approaches with at-risk, urban, economically disadvantaged, minority child and adolescent samples; designing and implementing multi-component prevention programs in natural settings--particularly with schools, families, and communities; research designs and data-analytic techniques for longitudinal preventive interventions; dimensional and categorical assessment approaches for emotional and behavioral problems and diagnosable mental disorders; risk and protective factors for emotional and behavioral dysfunction; the prevention of problem behaviors such as substance use, unsafe sex, violence, and delinquency; social, cognitive, and biological influences on development; developmental epidemiological approaches; a life-span developmental and ecological theoretical orientation with sensitivity to human diversity; cost-benefit analysis of preventive interventions; strategies to disseminate effective prevention practices; and principles of scientific integrity and ethics in conducting prevention research.

Trainees receive competitive stipends based on their level of postdoctoral professional experience. These stipends are also supplemented by part-time research, teaching, and consulting opportunities. Support typically ranges from $36,256 to $51,268. In addition, the Program provides limited support for fellows’ tuition, health care, conference travel, and research costs.

We will review applications until we fill all positions with qualified applicants. Please submit as soon as possible a statement of professional objectives and interests, a curriculum vitae, and three letters of reference to Robin Miller, PhD, Program Associate Director, c/o May Stern, Department of Psychology (M/C 285), University of Illinois at Chicago, 1007 W. Harrison Street, Chicago, IL 60607-7137. Further information may be obtained by calling May Stern at (312) 413-1012. To be eligible for NIMH postdoctoral training funds, applicants must have received a doctoral degree and be a U.S.
citizen or permanent resident. The University of Illinois is an Affirmative Action Employer, and we encourage ethnic minorities and women to apply for these positions.

Postdoctoral Research Fellow
Position Available: September, 2000

The National Violence Against Women Prevention Research Center (NVAW) at Wellesley Centers for Women, Wellesley College, announces the availability of a POSTDOCTORAL RESEARCH FELLOW position in violence against women (VAW) prevention research. This position is available beginning in August or September 2000. Appointment will normally be for one year.

The National Violence Against Women Prevention Research Center provides an opportunity for research on all aspects of prevention of violence against women. Current research includes studies of: (1) partner violence dynamics, consequences and interventions; (2) recovery from childhood trauma; (3) gender violence/gender justice curriculum; (4) gender-based teasing and bullying; (5) sexual and physical abuse of children including family dynamics, long term effects, community response, and cross-cultural studies; (6) services to victims of violence and interventions with abusers; and (7) substance abuse and violence against women.

Fellowships may be awarded for collaboration on one of the on-going projects, research using one of 25 data sets available through the NVAW consortium, or to complete a project begun elsewhere. Fellows will also be assisted by the staff of the National Violence Against Women Prevention Research Center in developing research designs and securing funding for projects. Fellows will be expected reside within commuting distance of Wellesley, Massachusetts (13 miles from Boston, MA) attend monthly seminars and to work collaboratively with local, national or international practitioners on all aspects of research design, implementation and interpretation of findings. One of the expected products of the postdoctoral fellowship program is the development of models for researcher-practitioner collaboration.

Candidates must have a doctorate in one of the social sciences. Persons in professions such as psychiatry, law, or social work are also eligible if they have research experience. Fellowships will normally be awarded for one year at 80% FTE based on an annual salary of $36,000, with benefits.

NVAW is a consortium of the Medical University of South Carolina (MUSC), the University of Missouri-St. Louis (UM-SL), and Wellesley College (WC) and is designed to support research on prevention and policy issues relevant to violence against women. Dean Kilpatrick at MUSC, Patricia Resick at UM-SL, and Linda Williams at WC are the Center's Co-Directors. The postdoctoral fellow will report to Linda Williams and Nan Stein (Co-Director) at the Wellesley Centers for Women.

Applications will be accepted through March 1, 2000. Send a letter describing your interests in relation to research on VAW and researcher-practitioner collaborations, your curriculum vitae, three letters of recommendation, and examples of previous research papers to: Linda M. Williams, Ph.D., c/o Human Resources Office, Wellesley College, 106 Central Street, Wellesley, MA 02481-8203, phone: 781-283-2834, fax: 781-283-3646, e-mail: l.williams@wellesley.edu. Wellesley College especially welcomes applications from ethnic minorities.

Assistant Professor-Community Psychology

The Berks-Lehigh Valley College of the Pennsylvania State University invites applicants for this tenure-track faculty position effective August 2000. We seek an energetic, talented, teacher-scholar with strong evidence of teaching ability, research potential, and community service for our 240+ acre Berks Campus near Reading, PA. The successful candidate will teach undergraduate courses in our expanding applied psychology program commensurate with his/her professional training in community psychology. He/She will also be expected to develop an active research program, advise undergraduate students, supervise internships, and engage in university and community service. Earned doctorate (Ph.D. preferred) in an APA-accredited Clinical or Counseling program with emphasis in Community Psychology with Pennsylvania license or license-eligible status preferred.

Priority consideration will be given to applications received before January 1, 2000, although applications will be accepted until the position is filled. For additional information, see our web site at: www.bku.psu.edu/faculty/jacpos/announce.html. Send letter of interest, curriculum vitae, statement of teaching philosophy, and names, addresses, phone numbers, and e-mail addresses of three references to: Associate Dean, Penn State Berks-Lehigh Valley College, PO Box 7009, Reading, PA, 19610-6009. An Affirmative Action/Equal Opportunity Employer. Dana McCue, Academic Affairs, Penn State Berks, Phone: 610-396-6210 Fax: 610-396-6026

Assistant Professor in Health Psychology (Tenure Track)

The Department of Psychology at Northern Arizona University has an entry-level opening for Fall 2000. Required Qualifications: Ph.D. in Clinical, Community, or Health Psychology with scholarly and teaching interests in the intervention and prevention aspects of health psychology including behavioral medicine, community psychology, and health promotion. Applicant should be license-eligible in the state of Arizona. Preferred Qualifications: Experience with multicultural and/or rural populations, Native American focus in teaching, research, or service, and willingness to participate in alternative reaching delivery strategies including telecommunications and web-based instruction. Responsibilities include advising, teaching undergraduate courses (including basic courses in psychology, health psychology, and liberal studies) and Health Psychology graduate courses (including supervision of graduate Health Psychology practica), and engaging in research/scholarly activity.

Normal teaching load is 9 credit hours per semester. The 19-person department oversees an undergraduate program with over 500 majors and two masters-level graduate programs (General Psychology and Applied Health Psychology). NAU is a multicultural university located in one of the nation's most scenic, four mountain areas, with over 16,000 undergraduates and a growing graduate student enrollment. Processing of applications began January 14, 2000 and remain open until the position is filled. Submit letter of application, vita, evidence of teaching competence, transcripts of all graduate-level work, and three letters of reference to: Chair, Search Committee for Health Psychology, Northern Arizona University, Box 15106, Flagstaff, AZ 86011. Northern Arizona University (http://www.nau.edu) is a committed Equal Opportunity/Affirmative Action institution. Minorities, women, persons with disabilities, and veterans are encouraged to apply.

Assistant Professor. The Department of Psychology University of Maryland Baltimore County (UMBC)

UMBC anticipates one tenure track position requiring expertise and teaching experience in statistical methods and analysis for both the graduate and undergraduate Psychology Department programs for Fall, 2000. The department is searching for an academic psychologist dedicated to both research and teaching in the broadly defined area of sophisticated methods of data analysis including but not limited to growth curve and structural equation modeling of longitudinal data. Content area of research interest is open but should be compatible with
Assistant Professor Position in the Social and Public Policy Department of Human Development: Connecticut College, New London, Connecticut

Applications are invited for a full-time, tenure-track position at the assistant professor level beginning Fall 2000 for a person whose teaching and research interests lie in the area of domestic social and public policies (e.g., health, issues of aging, human rights, race, urban development, immigration and migration, literacy and bilingual issues, social welfare and justice, media and technology) as they relate to the well-being of children and families (as broadly defined) across the lifespan. The major responsibilities of this job will be teaching five courses, assisting in building the College's undergraduate curriculum in the area of social policy as it relates to life-span human development, and assisting in further developing a high-quality research program that involves students in constructive ways. A Ph.D. in Human Development, Social or Public Policy, or a related field is required. A strong competence in quantitative and/or qualitative methodologies associated with social policy related research is required, and experience teaching relevant undergraduate courses is strongly preferred.

The regular full-time course-load at the College is five semester courses each academic year. The courses for this position could include, for example, two sections of the introductory human development survey (its thematic focus chosen by the instructor), an introductory and an intermediate course focused on children and family social policies and a research seminar on a topic negotiated by the instructor.

Connecticut College undergraduates have an active relationship with our local community. Students have curricular and research opportunities in our college laboratory school (The Children's Program), which has a sixty-year history of serving children and families. The Children's Program is a fully inclusive site which serves a population with diverse backgrounds and abilities. Additionally, the department and the College have excellent working relationships with residents in the region and with the agencies that serve them. Community placements are extensive and supported by an on-campus Office of Volunteer Services. The Holleran Center for Community Action and Public Policy supports an undergraduate certificate program in community research and community action. This position in public and social policy is seen as bringing scholarly expertise to the College's curriculum in this rapidly growing and critical area, where teaching and research can build on an unusual base of good will, demographic diversity and stability, and support from the community.

Connecticut College is a private, highly selective, coeducational college with a strong commitment to the liberal arts tradition and an emphasis on broad interdisciplinary teaching and research. Salary is competitive. Connecticut College is an Affirmative Action/Equal Opportunity employer and we are actively engaged in increasing faculty diversity. Review of applications will begin immediately and continue until the position is filled. Send (1) vita, (2) description of specializations, (3) four letters of recommendation, (4) graduate transcripts, (6) teaching evaluations (if available), and (7) a letter that includes a statement of teaching philosophy, research interests, and experience to: Dr. Margaret Sheridan, Chair, Human Development Dept., Connecticut College, 270 Mohegan Avenue, New London, CT 06320.

Faculty Position in Southern California

The Psychology Department at the University of La Verne seeks an Assistant Professor (tenure-track) beginning Fall 2000. We are in the third year of a Psy.D. Clinical/Community program that is multidisciplinary and which requires a full dissertation. We have grown our student body steadily each year with a goal of 16 students (our third year class has 12 students). Duties include teaching six courses per academic year at the undergraduate, masters and doctoral levels, supervision of student research, and development of ongoing program of research. The ideal candidate will have earned a doctorate in Clinical or Counseling Psychology (Ph.D. or Psy.D.) from an APA-accredited program, preferably completed an APA-accredited internship, and be licensed as a Psychologist in California (or be license eligible within three years from hire and licensed within five years from hire). In addition to expertise in clinical and community areas, the candidate will possess relevant experience in or demonstrated commitment to teaching within a liberal arts institution, and will have identifiable expertise and active research interest in one or more of the following areas: (a) health psychology, (b) clinical neuropsychology, (c) program development and evaluation, and (d) cognitive and personality assessment. Send letter of interest and teaching philosophy, curriculum vitae, representative publications, and the names and telephone numbers of three professional references to: Director, Human Resources Department Position #1988 University of La Verne 1950 Third St. La Verne, CA 91750 Fax: (909) 392-9508. Review of applications will begin February 1, 2000 and will continue until the position is filled. The University of La Verne offers a comprehensive benefits plan which includes tuition remission for employee, spouse and dependent children, and a retirement plan into which the University contributes 10% of employee's pay.

Guidance and Counseling Faculty Position in Counseling/Psychology

Tenure track Assistant Professor position in the School of Education, University of Alaska Fairbanks beginning August 2000. Required qualifications: 1) doctorate in counselor education, counseling psychology, or a closely related field by appointed start date; 2) experience and/or training in the practice of counseling diverse populations; and 3) a clear record of professional accomplishments in at least two of the following areas: teaching at the university level, research, scholarship, K-12 education, or community service. Desired qualifications: 1) professional experience in school settings preferably as a school counselor; 2) knowledge/training in contemporary issues such as prevention, at-risk youth, school violence, or identity development in non-majority individuals and women, and 3) experience with providing cross-cultural guidance and counseling services to rural minorities, preferably American Indians or Alaska Natives. Responsibilities will include teaching a variety of specialty and core courses including practicum/internship supervision. Review of applications began Janu-
Faculty Position in Child Development with Multicultural Emphasis

Assistant, Associate or Full Professor in Child Development with Multicultural Emphasis, Dept. of Child and Family Studies, School of Human Ecology, University of Wisconsin-Madison. This is a 9-month tenure-track appointment starting in August, 2000. The position is contingent on availability of funding.

Responsibilities: Develop a strong research program, compete for extramural funding, teach undergraduate and graduate courses on racial ethnic child development, advise undergraduate students, supervise MS and PhD students, contribute to governance of the department and university, and forge cross-campus linkages with scholars interested in the effects of race, ethnicity and culture on human development. Qualifications: Completed doctorate in Human Development and Family Studies, Developmental Psychology, or related discipline. Candidates should have active research agendas focused on the effects of race and ethnicity on children's development and the multicultural contexts of child development. We will give preference to candidates who bring an ecological orientation to the study of development and who have applied interests (e.g., intervention, prevention, or policy interests related to racial ethnic children). Salary: Competitive, commensurate with rank and experience. The Department: Our mission is to improve the quality of life by discovering, integrating, applying, and disseminating knowledge about human development, families, and their larger social contexts. Two assumptions are basic to the philosophy and organization of the department. First, we can only understand individual development within its social context, and families are an essential component of this context. Second, we can only understand families within their larger social context—historical change, social class, ethnicity, and public policy. Courses emphasize life span human development, family relationships, and diversity. Theory and methodology are also emphasized. Faculty conducts basic research on individual and family development and applied research and outreach to enhance individual and family life. The department has 14 faculty members and thriving graduate and undergraduate programs. The department does not have a clinical component. See http://sohe.wisc.edu/dfs/index.html. The University: The University of Wisconsin-Madison has a strong reputation as a research university, ranking as one of the top ten universities in America in every survey of scholarly reputation conducted since 1990. It is a land-grant institution with an enrollment of about 40,000 students. Faculty members in Child and Family Studies often affiliate with institutes and centers across campus, including the Waisman Center on Mental Retardation and Human Development, the Institute for Research on Poverty, the Women's Studies Research Center, and with interdisciplinary programs in Afro-American Studies, Asian Studies, Chicano/a Studies and Latin American Studies. Madison (pop. 200,000) is the state capital with the culture of a large urban area and the comfort of a small city.

Application: Send letter of application, vita, and three letters of reference to: Dr. Inge Bretherton, Chair, Search Committee, Department of Child and Family Studies, 1430 Linden Dr., University of Wisconsin, Madison, WI 53706. The University of Wisconsin-Madison is an Equal Opportunity-Affirmative Action Employer. We encourage applications from women and minority candidates. Application deadline to ensure consideration is February 4, 1999. Note: Confidentiality of applicants' names, titles, positions, and addresses cannot be guaranteed.

Interdisciplinary Program Seeks Faculty

National Research and Training Center Position #85230, Assistant Professor, I-1R, Research Rehabilitation & Training Center, University Affiliated Program, Office of the Senior Vice President and Dean of Graduate Education, federal funds, 11 month full-time, non-tenurable, temporary position annually renewable, beginning approximately October, 2000. Duties: Work with a national research team to plan, conduct and publish studies concerning the development, access, and effectiveness of educational supports for students with disabilities within postsecondary education and subsequent work settings. Minimum Qualifications: Doctoral degree (or ABD by June 30, 2000) in education, psychology, or other human services. Two or more year's experience with published research in disability studies. Demonstrated interest in programmatic development in post-secondary education for students with disabilities. Extensive and varied research skills and knowledge. A commitment to focus upon this area of study as a primary area of professional activity. Desirable Qualifications: Experience working in secondary education or transitions, school-to-work, technology, or in post-secondary education for students with disabilities. Potential to develop a strong program of research, both as a leader and as a team member. Excellent writing and communication skills. Works well within an interdisciplinary team of professionals and consumers of disability services. Works well within a multicultural environment. Minimum Annual Salary: $40,524. Submit current vitae, 3 letters of recommendation, and documentation of excellence to: Personnel Search Committee, University Affiliated Program, University of Hawaii at Manoa, 1776 University Avenue, UA4-6, Honolulu, Hawaii, 96822. Inquiries: (808) 956-6914. Closing Date: 2/14/00. Continuous recruitment until position is filled; however, only applications postmarked by 02/14/00 are assured of receiving full consideration. Peter W. Dowrick, PhD, Professor of Disability Studies and Graduate Studies in Psychology, University of Hawaii at Manoa, 1776 University Ave., UA4-6, Manoa, HI 96822, USA, Tel: 808-9568741; fax: 808-9567878, http://www.cds.hawaii.edu (www.cds.hawaii.edu).