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In this Issue...

Special Section
Applied Community Psychology

7  Community Psychology and Child Support Enforcement - M. Fondacaro
10  Day Care Quality Linked to Opportunities for Professional Development - R. Fiene, J. Iutcovich, J. Johnson, R. Koppel
11  The Tandem Program - M. Santinello
12  Expanding Community-University Partnerships - G Harper & L Carver
13  Neighborhood Strengthening Project Youth Initiative - K. Shorter-Gooden
14  Community Development and Service Learning - D. Perkins
20  Community Psychologist as Subtle Change Agent - B. Bishop & N. Drew
23  Empowerment Based Outcome Evaluation Training for Service Providers - D. Julian, J. Skeels, C. Burke, B. Toomey, D. Bronson & M. McCarthy
25  Community Psychologist's Role in Policy on Homelessness - P. Toro

Columns and SCRA News

3  President's Column: Thinking Beyond Business as Usual for SCRA
5  Reply to October President's Column: Diversity and Core Values for Community Psychology - B. L. Mahan & B. T. Vaknin
27  Social Policy Column: Dr. Jason Goes to Washington - L. Jason
30  Committee on Women: Diversity among Women - H. Angelique & R. Campbell
33  Announcements
34  Jobs
41  Membership Action Column: Why I am a Community Psychologist - J Kalafat
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Thinking Beyond Business-As-Usual For SCRA:
Notes from the Pres.

Meg A. Bond

The Executive Committee of The Society for Community Research and Action met recently, and I would characterize the theme of our meeting as "thinking beyond business as usual". There are some very exciting SCRA initiatives taking shape, and we are actively challenging ourselves to review our course (and process) vis-a-vis our attention to diversity, privilege, and differential access to resources.

I would like to use this column to fill you in on SCRA initiatives related to: 1) Community Action-Research Centers (CA-RC), 2) Prevention, and 3) Accountability. Each of these activities actively links our field back to our guiding values and frameworks.

Community Action-Research Centers Initiative

As many of you know, Bob Newbrough has been heading up an SCRA Task Force devoted to defining some new settings that would be generative for the field of community psychology. The work of the group has been guided by the Woods Hole image, suggested by Jim Kelly in 1969, of gathering colleagues with diverse expertise together in a sustained manner to grapple with issues of shared concern. The Task Force has translated that vision into two types of activities: 1) the development of a series of community capacity building sites where academics, activists, and community members could collaborate to address community-defined needs, and 2) the development of a hub or technical support center that would link the sites to one another, to an international network of resources (including visiting scholars/activists), and to outlets for sharing the lessons learned and models developed.

The work of this Task Force is proceeding. They have made significant progress with identifying an initial site through the University of Puerto Rico, clarifying the role of a Hub Center, and drafting a grant proposal. This initiative has the potential to redefine the way we operate as a field, particularly as it brings us closer to our articulated ideal of working cooperatively with communities to facilitate capacity building and working from that local context to inform and shape the theory and frameworks of our field.

Prevention

Prevention theory, research, and practice have always been central to community psychology and to the Society for Community Research and Action. The American Journal of Community Psychology is a leading outlet for work on prevention, and the Journal of Community Psychology publishes significant prevention work. The SCRA Prevention and Promotion Interest Group was established to proactively "enhance the development of prevention and promotion research, foster active dialogue about critical conceptual and methodological action and implementation issues, and promote the rapid dissemination and discussion of new developments and findings in the field" (SCRA Policies and Procedures Manual).

Recently, there has been even more discussion of the role of prevention in SCRA and the role of SCRA in prevention given that prevention is a top priority of current APA President Martin Seligman. We believe that is important for SCRA to play a leadership role in defining the unique contributions of a community approach to prevention. In the months ahead, we will be working with the Council of Program Directors in Community Research and Action to have their survey of graduate programs highlight trends in prevention training. We are continuing to examine the question of whether to support the designation of prevention as a "proficiency" (more on the pros and cons in the next issue of TCP). Our Publications Committee is also going to explore the feasibility of producing two types of new publications: a book or monograph that showcases community approaches to prevention (27 Ounces?), and a journal/magazine that bridges academic and field work and that addresses research, action and policy in widely accessible language and format. Ideas and feedback are welcome.

A number of well-respected community psychologists are involved in the APA-wide efforts to support the field of prevention. Roger Weissberg is co-chairing Marty Seligman's APA Task Force on Prevention, Irwin Sandler is a member, and Maurice Elias has been appointed the...
official SCRA liaison to the Task Force. The Task Force is exploring possibilities for a new APA Division on prevention, working on a volume of best practices in the field of prevention, developing a special issue of the *American Psychologist* on prevention, and working to conceptualize training for prevention and health promotion. Furthermore, they are developing an online APA journal called *Prevention and Treatment*.

It is heartening to have broader attention paid to prevention after all the years community psychologists have been working to define and support prevention activities. I want to encourage SCRA members to consider what they can do to support the new APA Task Force activities. However, as an Executive Committee, we also suggest that an APA Committee or an ongoing APA Task Force would be much more dynamic settings than a new Division for supporting the further development of the field of prevention. An APA Committee or Task Force could, more effectively than a new Division, pull together and draw upon the preexisting organizations devoted to prevention including not just SCRA but also others such as the Society for Prevention Research, CASEL, and the National Mental Health Association. We are, nonetheless, committed to working with Marty Seligman and will be supporting the Presidential Prevention Theme at the 1998 APA Convention.

**Diversity and Accountability**

One issue I have raised this year is that of accountability. This is an issue that weaves through all others. It is not a sub-issue, a separate committee, or an afterthought. In essence, I see the core questions of accountability to be: How can we keep ourselves grounded in the values that have shaped the field of community psychology? How can we protect against gender, race, ethnic, and class biases in our work? And, most importantly, what types of structures, procedures, and/or processes might we develop to help us do this - and to examine our progress by asking those who have felt most excluded?

An assumption that provides a foundation for this work is that attention to privilege and oppression will keep us alive - but it is neither easy nor a one-time event. The challenge is to develop some on-going ways to hold ourselves accountable. To be most effective, I believe this should be a sort of horizontal accountability (McLean, White, & Hall, 1994). I am suggesting a partnership process -- NOT a "monitoring" process. We are in this together. At the same time, it is important to recognize that those who have less privilege have particularly important feedback regarding the negative effects of privilege; it is important to seek out and be guided by their voices. There is a strong need here to distinguish between intent and impact - and thus ask, without blame, what is it that we are doing that might, however inadvertently, have negative effects. Making the effects (and blind spots) of privilege more visible will enhance not only how respectful our work is, but it will also make the work more useful.

While those of us with power and privilege can benefit from this process, the purpose is not for our professional or personal growth - rather it is to serve subordinated and oppressed peoples and to make community work more relevant and useful to their lives. This is nothing new to our field. In many ways, it is essentially just reminding us to heed the call by Sarason and many of our founders and leaders to make our work useful and relevant. What is perhaps fresh in the current questions is the call to engage in a joint struggle as an organization so that our internal processes model our ideals for community-based work.

This issue has generated some interesting discussion, including a reply to my earlier President's Column (included in this issue of TCP) authored by Beverly Mahan and Bracha Tova Vaknin from Vanderbilt. I have received some very stimulating feedback on my first presidential column. Numerous people have contacted me to say they appreciated the column, felt quite validated by it, or just enjoyed me spouting off. It spurred a flurry of email messages among members of Division 35 (Women) and Division 45 (Ethnic Minority) about the need for better coordination and collaboration. Identification of some active liaisons between SCRA and these divisions is now in progress.

As an Executive Committee, we are working on how to transform these broad values and ideological goals into daily practices. One possible action for SCRA is to institutionalize a request that all bi-annual reports from committees and interest groups include "reflections on how well your group is addressing/ incorporating issues of diversity, privilege, and differential access to resources - both within your membership and in the substance of your activities." For our recent EC meeting, I made such a request, and the responses were generally quite thoughtful. Similarly, we agreed to institutionalize a midwinter meeting agenda item that asks us to take stock and be self reflective about our attention to diversity, i.e., to think of ways of bringing other voices into the room, both figuratively and literally. Structuring in time to openly reflect will, hopefully, not only help groups take stock but also be proactive about identifying issues and initiatives they might have overlooked. But these types of check points are only one piece of the challenge.

"Additional accountability" activities include identifying active liaisons and/or shared initiatives with other groups invested in diversity issues (e.g., Division 35, 44, 45, SPSSI). The Executive Committee voted to cosponsor a Multicultural Summit in January 1999 organized by Divisions 17, 35, and 45. We will defer to our Committee on Racial and Cultural Affairs regarding how they would like us represented there. We want to actively work with Richard Suen's Presidential theme of multiculturalism. Our Awards Task Force will look at whether all constituencies within SCRA have equal access to our modes of recognizing quality work and important contributions. We also considered developing a Task Force to work on accountability issues, but opted for a subcommittee of the Executive Committee to
continue to frame the challenge, define some partnerships, identify needs, outline specific action steps, provide regular progress reports, etc. Similarly, my suggestion of a separate accountability board for AJCP does not seem to be the preferred direction for now. Rather, both the EC and the AJCP Associate Editors expressed a preference for the accountability discussion to occur within a committee of the whole. And, indeed, there were generative discussions when both groups met in late January. However, I believe we will need to define additional settings whereby we get feedback on our progress directly from those groups who have historically been less well served by SCRA (e.g., women, people of color, people with disabilities, gay/lesbian/bi people, people working in applied settings).

TCP has always been an important outlet for expressing the diverse perspectives within SCRA. The special section of this issue on applied settings is just one example. There is also a special TCP issue on multicultural issues that Jean Ann Linney, our current TCP editor, has planned for the near future. And I am pleased to announce that our next TCP editor will be Shelly Harrell, a past chair of our Committee on Racial and Cultural Affairs and a member of the Multicultural Community-Clinical Psychology faculty at the California School of Professional Psychology. I am confident Shelly will carry on this tradition.

I would like to foster a continuing dialogue about diversity and accountability in the next issue of TCP by soliciting more responses to my first column and to the issues in general. Please send your thoughts. We will print reactions in the next issues of TCP. I would like to keep this discussion of accountability alive and tap the vast creativity of our membership as we work together.

Some concluding comments

I feel quite fortunate to be serving as President of SCRA at a time when much of the work of previous Presidents is coming full circle. Roger Weissberg initially encouraged Bob Newbrough to pursue the CA-RWoods Hole idea after Bob's address reminded us of Jim Kelly's original proposal. Irma Serrano-Garcia was a strong supporter of SCRA's work on multicultural issues. Irma, then Irwin Sandler, articulated strong values for interdisciplinary linkages.

Ken Maton has organized a special day-long program of dynamic sessions for APA that bring together interdisciplinary groups to discuss public interest research and social action. Roger and Irwin have actively promoted a "community psychology" perspective on prevention and health promotion - both within SCRA and within APA more generally. Chris Keys made the development and support of committees and interest groups a priority of his presidency. These groups continue to be the life blood of our organization. Manuel Barrera has worked to encourage the development of social policy initiatives and to help us take stock of financial issues within SCRA. And the groundwork for all of these activities was clearly set by both members and leaders who came before.

From the vantage point of this role, it is clear to me that we are a vital organization. It is a joy to see!

Meg Bond is a faculty member at the University of Massachusetts at Lowell. She can be reached by email at meg_bond@uml.edu

Diversity and Core Values for Community Psychology:
Reply to the October President's Column

Beverly L. Mahan & B. Tova Vaknin
Peabody College of Vanderbilt University

After reading Meg Bond's first presidential address, some members (Paul Dokecki, Susan Lewis, Brenda Mahan, J. Bob Newbrough, Jeanne Plas, Tova Vaknin) of the Community Psychology Group at Peabody College of Vanderbilt University spent four meetings considering a response. What follows is our contribution to the conversation. Meg's column was strong and inspiring and led to stimulating discussions that enriched the thinking of all who participated. Our main discourse centered on Meg's recommendation that the Society adopt diversity as a core value. Though this has often been articulated as an important value, Meg suggested that it is not often enough translated into action. After a conceptual discussion, we turned to the more practical matter of an accountability board and came up with some suggestions. Meg's ideas are bold. The issues she raises are current and controversial, and the conversation has begun.

Engaging Meg on her own turf, we too ask if diversity should be the central focus of SCRA. We feel some resistance to this because the term is not clearly defined. To start, it is important that we all share the same conceptualization of diversity. For some, it can suggest division and chaos, not unity (Moynihan, 1993). One role of SCRA may be to move beyond identifying and giving voice to our differences, into integrating our diverse voices (Arendt, 1974). One alternative to diversity as a core value is empowerment. A commitment to diversity activates the many voices; a commitment to empowerment can synthesize those voices.

The suggestion of empowerment as a core value does not dismiss diversity, but subsumes it, and can take it further into action (Rappaport, 1990). Indeed, the overwhelming majority of new models of organizational leadership rely on the empowerment of average workers and create mechanisms that allow top executives to enable those workers rather than to bully or boss them (Plas, 1996). But, a caution about the term empowerment is that it can smack of paternalism—of those with the power doling out smaller portions of the power pie to those beneath them in the hierarchy. Riger (1993) has argued that empowerment can promote...
individualism. This may lead to competition and conflict, and favor control over cooperation. We mean empowerment in the sense of empowering ourselves as a group. That is, the Division can be viewed as a community of equals involved in co-creating models that can assist communities in empowering themselves to co-create their futures.

A broader core value, one perhaps more appropriate to the Society, is Psychological Sense of Community (PSOC). The values of diversity and empowerment are included in PSOC. However, PSOC as a core value does not show us where to go next. The elements of membership, influence, fulfillment of needs and emotional connection define PSOC, but do not necessarily lead to action. As a core concept, PSOC is not specific enough to take us where we want to go. In fact, it is in acting together that we develop a psychological sense of community.

In struggling with these three possible core values, we think of them as being points on a circle. The circle is within the context of action and research. Visualize two circles one smaller and inside the other. The larger circle has Research at top and Action at the bottom indicating their inseparable relationship. The smaller circle, inside, has diversity, empowerment and PSOC at three equally spaced distances around it indicated that they are a dynamic cycle for creating a reflective action agenda, sensitive to time and place. This sensitivity allows us to emphasize any one element at an appropriate time. Thus, the diversity that is emphasized as the core value is the diversity within the dynamic cycle, framed by and leading to research and action.

To the more practical concern, we have some reservations about an accountability board: (1) We feel it could take responsibility away from the membership to promote diversity. (2) We wonder which minority voices will be included, and who will decide. (3) We wonder how a single representative from a minority group can reflect the intricacies of the group. (4) Since Meg proposed this board specifically to oversee diversity issues concerning the journal, we ask why the editorial board does not function in this manner?

There seems to be an implication in Meg's proposal that the editors are not fulfilling this role adequately. We suggest that the board be named "advisory" rather than accountability, to remove the connotation of policing. Second, we recommend broadening the scope of the board to advising the whole SCRA: the planning of the Biennial, budgeting, leadership and membership recruiting, and diversifying the journal. Such a board could be set up either as a task force with a specific agenda and timeline, or as a permanent addition to the SCRA. If it is the latter, we suggest that the membership of the advisory board rotate frequently, not only to assure representation of the uniqueness within each subgroup, but also to include the voices of many subgroups within the SCRA. Finally, we envision various constituencies, within and outside of the SCRA, being invited or assigned to respond to specific topics. Just as Meg asked for a conversation, and the research group at Vanderbilt responded, we could rotate across graduate programs in community psychology and related fields, to practitioners outside of academia, and to policy makers. Like our own, each constituency is diverse--students and faculty, women and men, those with various ethnic and regional backgrounds. From our perspective, there is great value in the process of struggling to get the diverse voices into harmonious unity.

In closing, we wish to add to the conversation by raising a related question. If we are trying to give voices, but get no response, have we fulfilled our responsibility? In other words, is diversity achieved simply by giving opportunities, or only after someone takes advantage of the opportunity? As Warren Bennis (1989) and many other leadership specialists are consistently pointing out these days, trust is fundamental for both leadership and organizational progress. If silence follows an invitation, do wise leaders make decisions on their own, or do they get busy developing the kind of trust that leads to empowerment, diverse inputs, psychological sense of community—and action? In conclusion, Meg wrote a strong, thought-provoking column. In concert with the other critical factors cited here, diversity as a core value will move the Society forward into the new millennium. We look forward to hearing many voices to continue the conversation.

References

Replies can be directed to Meg Bond at Meg.Bond@uml.edu or to Bob Newbrough at Bob.Newbrough@Vanderbilt.edu

REATIONS INVITED

We would like to hear your reactions to the ideas about diversity and accountability presented in the President’s Column in the October 1997 issue of TCP. Please send us your thoughts (800 words or less) by April 24, 1998.
Introduction
Douglas D. Perkins

For at least two years, the Applied Settings Interest Group, Dave Julian (the IG Past Chair and co-editor of this issue), and Jean Ann Linney have been discussing the need for a special issue on applied community psychology. I came on board the project as co-editor at a pair of Applied IG meetings at the 1997 Biennial Conference, where Bill Davidson invited more submissions of applied manuscripts to the American Journal of Community Psychology and I was selected as the new IG Chair. I hope AJCP does present more of the exciting applied community work being done, but I knew that would not replace proceeding with this issue and encouraging more applied program descriptions and evaluations in The Community Psychologist. The strength of AJCP will always be its rigorous (though more deliberate) review process while the strength of TCP will always be its ability to disseminate the latest practical information in a less refereed, and thus more timely, fashion.

Dave may already have had in mind for this issue a focus on community program administration and evaluation (as evidenced below by Fiene et al. and D. Julian et al.) and college-community partnerships (T. Julian et al.; Perkins). My own initial idea for this issue drew on the state and local policy research and advocacy work that the Biennial Conference panel I organized demonstrated was being done by many community psychologists (e.g., Bishop & Drew; Fondacaro; and Toro: below), but is not being done by enough of us who could and not yet being adequately organized, used, or showcased by the Society. The resulting issue is a nice mix of both of those themes and several responses to the open call for papers, three of which happen to share a focus on youth programs (Harper & Carver; Santinello; Shorter-Gooden).

If there is a disappointment for me in this collection, it is that so few community psychologists working outside academia responded to the call for what ideally should have been their own special issue. It is perhaps not too surprising given the different professional reward structures for academia vs. those who work in the "real world." But that difference makes me skeptical about AJCP publishing much more work by nonacademics than it does now. (I hope I am wrong.) I was more sanguine about TCP doing so in a special issue.

Each article below represents some degree of collaboration between academics and community practitioners, broadly defined. If SCRA represents a marriage of academic training and research, on the one hand, and community application, on the other, then the present collection is perhaps less of a model for applied community psychology than it is for the SCRA or even higher education, in general.

I hope this issue marks, not the end, but the beginning of more articles like these in TCP (from academics and nonacademics alike; send them either to me (Email: perkins@fcs.utah.edu) for the Community Action column or to the editor) and more refereed applies articles in AJCP. Both publications, along with the internet listserv and our conferences, could be used to foster the development of community psychology practice and applied research ... possibly even a policy agenda that could serve as a rallying point, a "virtual" Woods Hole, if you will, for SCRA.

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Community Psychology and Child Support Enforcement

Mark R. Fondacaro
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I am a community-oriented psychologist with legal training. This article describes some of my efforts with the assistance of colleagues and students to inform public policy in the area of child support enforcement. Before assuming my current position at the University of Florida, I spent three years as a research assistant professor at the University of Nebraska Center on Children, Families and the Law where we had a contract with the Nebraska
Department of Health and Human Services ("Department") to provide technical assistance and support in the area of child support enforcement. I drew on my background and training in both community psychology and law to help lead this effort. The Center provided assistance and consultation in formulating, implementing and evaluating child support enforcement policies. Our work spanned the federal, state and local levels, although consistent with the mission of the Center, most of our efforts were directed at the state level.

**Background on Child Support Enforcement**

Until about the mid 1970s, state and local governments had primary responsibility for enforcing child support enforcement laws. Typically, a custodial parent would need to file a civil action in court to have a child support order enforced in the event of non-compliance. This required legal initiative on the part of the custodial parent as well as financial and other resources needed to bring repeated court actions for enforcement (Fondacaro & Stolle, 1996).

The federal government got involved in child support enforcement in the mid 1970s in an effort to help recoup some of the federal tax dollars that were going to support women and children who were receiving welfare benefits. A federal/state partnership was formed and all states were required to establish statewide child support enforcement programs. These programs were administered primarily at the state and local levels, with federal oversight in the form of mandates and guidelines, which were tied to federal funds. The influx of federal dollars to state child support enforcement programs led to increased case loads in state and local courts. Each new wave of federal mandates seemed to compound the problem, creating pressure to develop more efficient ways to handle child support cases (Fondacaro & Stolle, 1996).

The Center's Involvement

The Center's involvement in child support enforcement policy began when the state of Nebraska attempted to get out ahead of the federal government in this area. As part of a state-level welfare reform initiative, the Governor of Nebraska, E. Benjamin Nelson, established a Child Support Study Committee to evaluate the technical and political feasibility of adopting innovative child support policies and programs that had been adopted in other states (Stolle, Fondacaro, Olson & Wilcox, 1995).

The general theme underlying most of the innovations that were tested in other states, and certainly those that seemed most promising, had to do with a paradigm shift in thinking about child support enforcement. That shift had to do with moving from an individualized, case-by-case judicial approach to enforcement to a more administrative approach that was more systemic and proactive (Fondacaro, 1995; Fondacaro & Stolle, 1996; Governor's Child Support Study Committee, 1994).

**Policy Innovations at the State Level**

I'll focus on the policy initiative that consumed most of our time: the revocation of motor vehicle and professional licenses for purposes of child support enforcement. But first I'll list some of the other policy and program initiatives and innovations we addressed: working with hospitals and all birthing facilities in the state to develop and evaluate a program aimed at encouraging early, voluntary acknowledgment of paternity for out-of-marriage births; the adoption of mediation and other forms of alternative dispute resolution to handle visitation and custody disputes; the establishment of a centralized child support judgment registry; and the administrative attachment of bank accounts and other financial assets to recoup unpaid child support. The issue of license revocation was most time consuming and challenging because questions had been raised at the state and federal levels about whether this new enforcement strategy violated certain rights guaranteed under the Federal Constitution.

**License Revocation as an Enforcement Tool**

Interest in license revocation was an outgrowth of efforts to hold self-employed and non-wage earning, noncustodial parents accountable for their child support obligations. One of the most successful strategies that has led to increased child support collections over the past few years is income withholding, where an order to withhold child support can be established administratively and support payments can be automatically withheld from a delinquent obligor's wages on a monthly basis. Obviously, one needs to be a wage earner for this strategy to work. Professionals and the self-employed can't be reached by this method when they don't have wages. However, they often do have important occupational and motor vehicle licenses that may be integral to their financial well-being--which was the initial rationale for trying to use the threat of license revocation as a new enforcement tool.

As you might guess, civil libertarians, including the ACLU, were opposed to this enforcement strategy. In fact, most non-custodial parents, many policy makers and a few legal types were concerned that license revocation in the child support context was unconstitutional. Dennis Stolle, a graduate student in our interdisciplinary law and psychology program, and I have done a lengthy constitutional and policy analysis of this issue (Fondacaro & Stolle, 1996).

I won't get into the specifics of the legal analysis except to say that we concluded that this strategy is indeed constitutional. So far, several federal courts have agreed with our analysis. As a result of our work,
I've become the de facto "expert" on procedural due process for the Federal Office of Child Support Enforcement—which illustrates that policy makers may listen to, and even turn to on occasion, outsiders and so-called experts who are willing to offer their assistance—particularly when that assistance is free.

I'll describe briefly how the threat of license revocation works as an enforcement strategy. As I said, in the past, if a custodial parent who was owed delinquent child support wanted to have an order enforced, he or she would have to initiate a court action. This would have to be done on a case-by-case basis. In Maine, one of the pioneering states in the national trend towards more pro-active, administrative modes of enforcement, they developed a license revocation program that worked as follows.

If someone fell behind more than 3 months they were sent a notice informing them that they were subject to license revocation if they did not pay their overdue child support. Initially, warning notices were sent to almost 20,000 obligors who were either self-employed or non-wage earners informing them that if they did not either pay up or work out a reasonable payment plan, their motor vehicle and professional licenses could be revoked. Much to everyone's delight and surprise, child support payments began to flow without the need to initiate costly and time-consuming court actions. The mere threat of license revocation seemed to be effective. Between August 1993 and February 1996, Maine collected over $39 million of child support through its license revocation program and has in fact revoked very few licenses.

Over the course of the three year consultation period, a team of research assistants and I drafted the Governor's Child Support Study Committee Report, participated in legislative drafting and research, and provided ongoing consultation to the Department, the State Senators who sponsored the legislation and the Judiciary Committee responsible for evaluating the constitutionality of newly proposed state legislation. The legislative package which we helped to formulate, draft and refine was finally adopted by the State Legislature in 1997.

Lessons Learned
Where can community psychologists have the greatest impact in the policy making arena?
Community psychology is a problem-focused discipline and just about any social problem involves considerations at the federal, state and local levels. In my view, community psychologists can potentially influence policy at all three levels—the level on which to focus may be more a matter of strategy, depending in part on the particular policy issue you are trying to address and even chance factors, such as your physical proximity to policy makers. Our work at the state level was greatly facilitated by the fact that Lincoln is the capital of Nebraska. But there are no inherent reasons why community psychologists should not be able to help inform policy making at every level of the policy making process. In my work in the area of child support enforcement, I have found that a comprehensive approach has been the most effective and rewarding strategy.

Getting Decision Makers to Consider Relevant Research
In order to make policy makers aware of relevant research, it helps to first become familiar with the decision making process and to identify the key decision makers. Then, in my experience, it takes a blend of assertiveness, determination, patience and polite persistence to get policy makers to consider relevant research. Policy makers are often under considerable pressure to back up their policy initiatives with "facts and figures." If you can demonstrate your ability to translate empirical research into policy relevant proposals, you will hopefully begin to establish credibility with decision makers who may be more likely over time to seek you out for guidance and assistance in formulating and justifying new policy initiatives.

Translating Research into Policy
Governmental task force and study group participation is one way to gain experience in translating research into concrete proposals for policy reform. With my legal training, I have played a very direct role in legislative drafting. However, you don't need to have formal legal training to do this--community psychologists can get directly involved in the legislative drafting and research process--collaborating, if necessary, with those who have more skills and experience in this area. Graduate students can be encouraged to take courses on legislative drafting and administrative law, either in a law school or a school of public policy and administration. These settings are also great places to meet people who either are or will soon become policy makers.
References

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Child Day Care Quality Linked to Opportunities for Professional Development: An Applied Community Psychology Example

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A two year study to determine training needs and identify factors associated with the quality of child care has been completed by a team of psychological and sociological researchers throughout Pennsylvania. The findings have clear public policy implications for early childhood and child care training systems that provide training opportunities for child day care providers. The results show a clear association between opportunities for professional growth and the quality of child day care programs. Centers where staff report more opportunities for professional growth have a higher quality of care.

State regulations play a key role in ensuring that programs comply with minimum standards regarding structural features of child care programs and staff qualifications. However, the education and training of child care workers has been viewed as the key to improving classroom/caregiver dynamics and staff characteristics. The present study, *Investing in Our Children's Future: The Path to Quality Child Care Through the Pennsylvania Child Care/Early Childhood Development Training System*, is the first of its kind to examine the impact of a statewide training system on teachers and caregivers in early childhood programs.

The study marks the completion of phase one to establish a baseline showing the relationship between quality of care and essential elements of the early childhood development training system, staff characteristics, organizational climate and child care site features such as size, accreditation status and turnover. Subsequent phases of this longitudinal study will look at the differences between training modalities for regulated and unregulated child care. In this study, which began in 1995, data were collected from 120 child care centers and homes that were randomly selected statewide. A socio-ecological systems theory perspective provided a framework for the study. Several nationally recognized research instruments were used in the study to measure the quality of care in the early childhood environment as well as the work environment.

The background characteristics of the staff at these child care sites are typical of what we would find nationally. They are predominantly female, with levels of education varying by position (director being most qualified—generally B.A. degree or higher vs classroom teacher vs classroom aide—high school diploma), with an average age around 40 and with 7-13 years of experience. Teachers earn approximately $5.89/hours while directors earn an average of $20,000/year. Benefits for staff are not prevalent in the study sample, although center staff are more likely to have some benefits than are home-based providers.

Training needs, as identified through the environment rating scales, are in the following areas: cultural awareness, personal grooming, space to be alone, dramatic play, sand and water play, displays for children and art activities. The vast majority of all provider groups evaluate existing training very positively. They consider the training appropriate to their levels of knowledge and skill, find it helpful in their current work, indicate they are able to apply what they learned and feel the training goals have been achieved. The most significant barrier is having no one to substitute for them during work hours so they can participate in training. Caregivers that provide high quality early childhood care are more likely to: 1) have higher salaries; 2) indicate that their center has
opportunities for professional growth and development; 3) feel that communication at their center is good and that work schedules, job descriptions and rules are clear and well defined; 4) indicate that pay and fringe benefits are fair and equitably distributed in their centers; 5) indicate that staff at their center agree on school philosophy, are united in their approach and are committed to program goals and objectives; and 6) work at sites that are larger, have lower turnover and are accredited.

This study has provided some solid research evidence to guide the development of the training system in Pennsylvania from a public policy perspective. It highlights some very specific areas where there is a need for training and has shown the clear association between opportunities for professional growth/development and the quality of care.

The "Tandem" Program

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Behavioral problems and poor performance in school during childhood and early adolescence can be predictive of academic failure, school dropout (Barrington & Hendricks, 1989) and delinquency (Loeber & Dishion, 1983). A considerable body of research has examined the role of social support systems (family and peers) in reducing problems and promoting mental health (Gore & Aseltine, 1995) and this association with self-esteem (Cauce, Hannan & Sargeant, 1992).

Tandem is a project that was implemented in Monselice, a small town in Northern Italy, with the aim to increase self-esteem, school performance and peer-relationships using non-professional resources in modifying the social environment. The program is based on Goodman's work (1972) and its replication reported by Dicken, Bryson and Kaas (1977) and involves the social resources of the local community in support of troubled youth (aged 11-14) attending public schools and experiencing difficulty in performing school work and in peer-relationships. The program involves parents (parent-training), teachers and a group of volunteer citizens in different, specific activities.

The program provides a young adult (aged 20-25) as a companion for the nine months of the school year to establish a one-to-one relationship. All residents aged 20 to 25 were sent a letter by the local Mayor's office in which the program, the amount of time involved (4 hours a week) and the voluntary basis of the activities were presented. All the volunteers (mostly university students of different faculties) participated in a short training (12 hours) where the program was clearly outlined and instructions were given about how to develop the one-to-one relationship and how to contact family and teachers. The importance of drawing up a short report after each meeting was also emphasized. Once a month a meeting with a supervisor was planned.

The selection criteria for youth were agreed to with teachers and the Self-Perception Profile for Children (SPPC), Teacher's Rating Scale of Child's Actual Behavior (Harter, 1985) and a specific questionnaire for teachers were used. In the first year of the program (June 1996-June 1997), as a consequence of a number of implementation problems, it was possible to establish only 8 "pairs" (called tandems) and for a shorter period of time (four months). After the formal assent by parents, a subsample was randomly selected from those who fit the selection criteria.

The evaluation considered a number of factors such as pre-and post-program assessment with a control group and teachers' observations. On the whole, comparing the scores on the SPPC of the "paired" children group with the control group, there was no evidence of the effectiveness of the Tandem program. However, positive results were noted by the teachers related to children's improved school performance and by parents who are all in favor of continuing the project implementation. Four youths also asked to meet with their companions during the summer. Even if the intervention seems to have a number of benefits, the self esteem results indicate that in the future a more extensive application of the program may be necessary using more appropriate questionnaires and indicators for selection and efficacy evaluation.

References


Increasing numbers of collaborative partnerships between university-based prevention researchers/evaluators and community-based organizations (CBOs) are being formed. Typically, members of the targeted populations have minimal input into the collaborative process, especially when they are high-risk youth. This omission may be related to misperceptions regarding the youth's ability to make meaningful contributions to the design, development and implementation of programs and evaluations. Since limited information may be available about the unique life circumstances and psychosocial factors that affect high-risk youths' participation in health risk behaviors, members of these populations should be invited to join university-CBO collaborations in order to make prevention programs maximally relevant and effective.

Making High-Risk Youth Collaborative Partners

A collaboration between a CBO (Tri-City Health Center) and a university-based researcher/evaluator was formed to evaluate the impact of an HIV prevention program for chronically truant, dropout, homeless and runaway youth in a suburban community, and members of the targeted population were invited to join the collaboration. The youth collaborators have been actively involved in all phases of the program and evaluation process including evaluation design, measurement development, participant recruitment, program implementation, data collection, data entry and participant tracking. Inclusion of these youth in the collaborative partnership has resulted in the following improvements in both the program and the evaluation:

Evaluation Design
- Youth assessed the feasibility and acceptability of the initial evaluation designs and, based on their input, appropriate design modifications were made.
- Youth assisted in identifying sites for participant recruitment and by assisting in initial ethnographic mapping.

Validity and Relevancy of Evaluation Measures
- Youth translated some items into "street language" to increase comprehension.
- Youth assisted in the creation of new measures.
- Youth assisted in the conduct of focus groups and the pilot testing of measures.

Development of Prevention Program Components
- Youth developed population-specific prevention workshop activities.
- Youth developed population-specific educational materials for street outreach and prevention workshops.

Recruitment of Participants
- Youth facilitated access to populations that are particularly suspicious of adults (e.g., delinquent youth).
- Youth facilitated entry into events where high-risk youth typically congregate (e.g., raves, gang meetings)
- Youth often made initial contacts with participants to present the program in "youth terms" and were available to answer questions regarding program and evaluation participation.

Implementation of the Program and Evaluation
- Youth facilitated/co-facilitated all prevention workshops and used population-specific terminology and explanations.
- Youth participated in all phases of data collection that helped to alleviate some suspicion regarding evaluation questionnaires.

Longitudinal Tracking of Participants
- Youth contacted participants for follow-up assessments and were able to keep participants engaged in the program and the evaluation.
- Youth located "hard-to-find" participants by tapping into their peer networks.

Although the inclusion of high-risk youth in the collaborative partnership has many advantages, there are a number of caveats that have arisen. Following are some of the issues that may need to be addressed when including youth in collaborative partnerships:

- Attraction may occur between youth collaborators and program participants that may interfere with objectivity.
The NSP Project Director and Coordinator had ideas about how to involve youth in NSP and simultaneously encourage them to develop a neighborhood identity and a sense of concern and pride for their community. (The neighborhood has little sense of collective identity and except for the elementary school and its grounds there are no public buildings or recreation or community centers in the area.) We hired two CSPP graduate students who had strengths in multicultural and community issues to recruit and work with youth in developing a photo-journal of the neighborhood. We wrestled as a team with how to recruit youth to become involved in their neighborhood. We weren't providing sports teams or tutoring opportunities--some of the usual fare of youth.

Conclusions and Recommendations

Giving high-risk youth a voice in prevention programs and evaluations through collaborative partnerships improves both science and service and makes for more credible and acceptable youth prevention programs. The participants have told us that including youth in all phases of the program and evaluation has made them feel more at ease with the project and that they feel the youth perspective is truly valued and respected. This has resulted in more active and perhaps more honest participation. Many of the participants have felt empowered to offer feedback regarding the program and evaluation to our youth collaborators. Based on our past and continuing work with youth collaborators, the following recommendations are offered for those wishing to include high-risk youth in their collaborative partnerships:

- Conduct thorough screening of potential youth collaborators.
- Build a sense of collective ownership for the project--make sure the youth understand the importance of all project components and have them create a project name and logo.
- Use interactive sessions with concrete examples and role-plays when training about research/evaluation, ethics and confidentiality.
- Help youth realize their own limits around objectivity, especially regarding recruiting and training friends/partners.
- Plan regular incentive activities (e.g., pizza parties) to deter burnout and to increase group cohesion and unity.
- Vary activities and tasks to alleviate boredom and frustration.

Giving high-risk youth a voice in prevention programs and evaluations through collaborative partnerships improves both science and service and makes for more credible and acceptable youth prevention programs.
Assisting and evaluating community development (CD) efforts and supervising student projects in the community are two forms of applied community psychology. I will briefly describe two CD-focused projects, then present some philosophical and practical issues in "service-learning" (SL)—the testing and illumination of high school, college or graduate curriculum through participatory student projects that address local needs. I conclude with a list of internet resources in CD and SL.

Community Development

Community service toward addressing the development needs of urban and rural America and non-industrialized countries is both old and new (as evidenced by the Peace Corps and Americorps programs and the National Service Summit in April, 1997), and both big and broad and small and narrowly targeted (cf. Vista, Neighborhood Housing Services, Habitat for Humanity, Community Development Corporations). I have conducted community development student service projects in several, low-income and working-class Salt Lake City (SLC) neighborhoods.

The Salt Lake City Westside Neighborhood Revitalization Project

Barbara Brown and I are conducting a longitudinal evaluation of a novel revitalization initiative in two neighborhoods. The city initiative focused on a U.S. Department of Housing and Urban Development (HUD) sponsored middle-income housing development and improvements in the surrounding, more disordered social and physical environment (e.g., crime and youth gang prevention, incumbent upgrading, a river-front parkway and a multi-ethnic council). In 1992, the SLC planning department received a multi-million dollar HUD grant to develop middle-income housing in a blighted, working-class neighborhood and pledged $55,000 to evaluate the impact of the project. In 1994, after two years of funding and project delays, the SLC Council voted to cut 90% of the evaluation funds.

It became clear that the evaluation could only be completed with the help of volunteer students and faculty. During the first, three-year phase of the Project, about 200 students from eight classes were trained and supervised in conducting either detailed physical environmental assessments of 480 homes and all nonresidential properties on 60 blocks or 30-
minute telephone or face-to-face interviews with community residents in those same households and blocks. Photographic, crime and census data were also collected. Each student wrote a brief subsection of one of three project reports to the SLC Department of Housing and Development Services, the local community councils and the SLC Multi-Ethnic Advisory Committee.

100 Acres Project
In late 1995, I was contacted by a SLC councilman to conduct another SL project. The SLC Redevelopment Agency (RDA) was about to designate a portion of the councilman's district a blighted area and he, the RDA and the local community council wanted a community needs assessment to guide redevelopment plans. The “100 Acres” Project involved two classes and a total of 50 students plus some campus community service center volunteers. The goals for the project were: 1) canvassing the neighborhood, distributing community service information and conducting resident and small business needs assessment interviews; 2) identifying potential block leaders throughout the target neighborhood; 3) helping those leaders develop organizing plans based on data specific to their own blocks as well as neighborhood-level information; and 4) involving students in community research and action. The student-written project report went to all the above groups and leaders and also local community police officers and other city councilman from the area. In addition, forums were held at the university, first to present the neighborhood results and later to discuss the organizing plans.

Impact of the Projects
Both projects provided useful information regarding community needs to a variety of public and private organizations (the local community councils; city Housing and Development, Planning and Police Departments; and RDA) and community leaders who had cooperated with the projects and had a stake in the outcomes. The projects also provided a baseline to evaluate the redevelopment policies that were underway. The final report from the first project was submitted to HUD.

The first project also demonstrates that applied research and student SL projects can have important scholarly implications. The theoretical impact includes not only housing, neighborhood revitalization and other CD issues and service-related pedagogy, but also crime, fear, community social ties and other community environmental and quality-of-life improvements. The project has so far contributed to one article on grassroots organizing (Perkins, Brown & Taylor, 1996) and produced other articles in preparation and several national and international conference papers. In addition, three graduate students have conducted their thesis research on the project.

Service Learning
The projects also had a clearly positive and lasting impact on students' learning, as evidenced by their application of ideas and observations from the project to later course work and by their anonymous comments on the course evaluation. In recent years, CD researchers and practitioners have been paying close attention to “the learning community.” SL takes that phrase literally in discussing concrete ways to bring students, practitioners and community residents and leaders together to learn and benefit from each other.

SL is "a method under which students... learn and develop through active participation in thoughtfully organized service that: is conducted in and meets the needs of a community and is coordinated with... the community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students...; and includes structured time for the students and participants to reflect on the service experience" (National and Community Service Trust Act of 1993). SL adds reality and relevance to the curriculum by bringing to life dry classroom materials, by showing how CD and other change processes really work (and often do not work as planned) and by giving students skills, experience, and connections that often lead to employment opportunities. Meanwhile, the host organization gets badly needed unskilled, semi-skilled and even skilled labor and a chance to test the performance of possible future workers, both at little or no cost. Clients of host organizations get more personal attention and energetic bodies to help with their problems.

SL is a significant and influential educational movement in the U.S. and it continues to grow. "Service... means that professors apply knowledge to real-life problems and use that experience to revise their theories... Today, it is widely acknowledged that academic work... can be strengthened as both students and professors move from theory to practice and from practice back to theory" (Boyer, 1994, p. A48). "A fundamental change... (from purely foundational or professional knowledge) is occurring in higher education as we approach the 21st century... A new kind of knowledge, socially responsive knowledge, is necessary if colleges and universities are going to be successful in preparing our students to assume the duties of good citizenship in the future. This newly evolving knowledge includes teaching students a sense of community; a sense of responsibility to others; sensitivity and aspirations to help resolve problems of society; a feeling of commitment and obligation to become involved in community affairs; and a general commitment that
extends beyond one’s self, one’s family, friends, colleagues and immediate reference groups to the broader concern for one’s society” (Bennion Center, 1995, p. 5-6).

Altman (1995) has expanded on these ideas, suggesting that psychology curricula move beyond the dual emphasis on individualism and entrepreneurship. He advocates a more “community-oriented focus” including the following key elements: “1) First, Service Learning requires appropriate foundational and/or professional knowledge that is combined with experience in and action on community needs... 2) Second, Service Learning must occur in community sites, such as shelters, hospitals, neighborhoods, social service agencies and homes. These are the places where social problems are played out and where students will deal with service providers and consumers... 3) Third, Service Learning requires a unique partnership between students, faculty and the community. Faculty will often have to work with students in and outside of formal class settings, with community leaders and groups, spend time in community settings and not always follow a preset syllabus... And students must be active learners-- not only passively absorbing content and concepts, but learning how to diagnose and do problem solving on community issues and in community settings... 4) Fourth, Service Learning should be an empowering process for students and the citizens and consumers with whom they work...” (pp. 15-16).

SL has been institutionalized deeply and broadly at the University of Utah. My primary and adjunct appointments (Environment and Behavior Area of the Department of Family and Consumer Studies and Psychology, respectively) are two of the few majors anywhere that have an official concentration in SL. All of the faculty in my area teach SL courses. I have taught SL courses in community psychology, community and environmental change, youth and family services, research methods and a capstone SL course that allows students to evaluate or otherwise follow-up on past or ongoing projects. The rest of this article presents some general principles and practical questions for SL developed by staff and faculty at the University of Utah.

Nine General Principles of Service-Learning:
1. Students provide a needed service to individuals or non-profit organizations in the community.
2. The service experience relates to the subject matter of the course.
3. Activities in the class provide methods for students to think about what they learned through the service experience.
4. The course offers a way to assess the learning derived from the service. Credit is given for learning, not for service alone.
5. Service interactions in the community recognize the needs of service recipients and offer an opportunity for recipients to be involved in the evaluation of the service.
6. The service opportunities are aimed at the development of the civic education of students even though they may also be focused on career preparation.
7. Knowledge from the discipline informs the service experiences with which the students are involved.
8. The class offers a way to learn from other class members as well as from the instructor.
9. Students should not be coerced into participating in any kind of service activities with which they are uncomfortable for any reason.

Questions to Address when Planning and Teaching Service-Learning Courses (adapted from Bennion Center, 1996):

Planning the Service
1. What type of service compliments the content of your class?
2. What organizations exist to address needs in this field? Which ones have a coordinator of volunteers?
3. Is there an unmet community need that students could serve? What will they be doing? (It should be a meaningful learning experience.)
4. Does your class timeline fit with the scope of the project and the host organization’s schedule? Can you schedule on-site orientations with the organization’s staff? Can the staff participate in your classroom reflection sessions?
5. How many hours of service will you and the host organization expect each student to perform (general rule: 2 hours/week (3 credits), 3 hours/week (4 credits)).

Planning the Curriculum
6. How will you help students relate the service experience to course content?
7. How will you monitor student experiences in the community (journals, in-class reflection, 1-on-1 meetings, course evaluations)? How will the host organization monitor the students (evaluation forms, personal or phone contact, etc.)? What are your specific goals of the SL project for: (a) students, (b) clients, (c) host organization, (d) research?
8. How can you help students understand that a goal of any SL class is to help them become better, participating citizens in their communities?
9. When and how will you conduct reflection sessions?
10. Does the project or curriculum contain potentially controversial material? If so, how will you deal with it in a fair manner?
Questions one through five deal with identifying a community service, site and organization and planning the project. How much advance planning to do is a judgment call. Often, many of the particulars are set in advance and are out of the instructor's control. And the more complex a project, perhaps the better to plan much of it in advance to avoid some of the confusion that is almost inevitable. But I believe that it can be empowering and an important part of the learning experience for students to have some input into the project.

The most important thing for dealing with questions six through ten may be to give students repeated opportunities and multiple methods for reflection and feedback on the project, including journals and in-class discussions. Questions six and seven deserve special attention. Question six has to do with tying the service experience to course content. SL courses can either be existing ones with projects added on, like most of mine, or they can be designed from the start with reading, coursework and classroom activities directly tied to the projects.

Tying the service experience to course content can be difficult with existing courses because the readings and lectures you have been using may not be as relevant to a particular service project. It should not be necessary to revise the course entirely. But it is likely to require a few changes in content to better prepare students for the project and to help them make connections. I have been reluctant to change my courses too much because my projects often vary but, to make room for the project, I have usually sacrificed some discussion of the readings and sometimes some of the readings and writing requirements. Training students for the project may be one way of dealing with question six. For example, in the above projects, students learned about community research methods such as survey construction and administration and data analysis and interpretation as part of their project training.

Question seven has to do with evaluating the project, but it should be addressed more broadly than course evaluation forms do, paying attention to four different quality assurance criteria: 1) Teaching-As part of, or in addition to, the reflection sessions and journals, monitoring the student experience closely to clients or constituencies and try to get their feedback. The more complex a project, perhaps the better to plan much of it in advance to avoid some of the confusion that is almost inevitable. But I believe that it can be empowering and an important part of the learning experience for students to have some input into the project.

To subscribe to urban CD list (urban planners, housing policy-makers, researchers, etc.), send the message: subscribe urban cd4urban-request@lists.brigadoon.com

To subscribe to Service-Learning list (for students, faculty, job-seekers, etc.), send the message: subscribe to listproc@csf.colorado.edu

To subscribe to the Service-Learning list (for students, faculty, job-seekers, etc.), send the message: subscribe to service-learning Yourfirstname Yourlastname to listproc@csf.colorado.edu

Community development resources on the internet:

Community Development Society:
http://comm-dev.org

CD Online
(links) http://www.teleplex.com/SEMCOG/comdev.html

EZ/EC Community Toolbox:
http://www.ezec.gov/toolbox/index.htm

Community Toolbox: http://cto.isi.ukans.edu

Rural CD Resources
http://www.unl.edu/kellogg/commdev1.htm

To subscribe to urban CD list (urban planners, housing policy-makers, researchers, etc.), send the message: subscribe to cd4urban-request@lists.brigadoon.com

Service-learning resources on the internet:

Communications for a Sustainable Future SL website:
http://csf.colorado.edu:80/sl/main.htm

To subscribe to the Service-Learning list (for students, faculty, job-seekers, etc.), send the message: subscribe to service-learning Yourfirstname Yourlastname to listproc@csf.colorado.edu

National SL Cooperative Clearinghouse (ERIC):
Project Community-CARE: A Congregation Based Health Care and Training Program

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Rae Arnold
Grant/Riverside Hospitals

Project Community-CARE (Collaboration And Resources for Education) is a program with the primary goal to empower underserved individuals and families to take care of their own health needs and to enhance nursing students' knowledge and experience in community advocacy. The three major collaborators in this project are faculty and students within a department of nursing at a small liberal arts college; church and community partnership personnel and parish nurses affiliated with a large metropolitan medical center; and ministers of inner city churches of diverse religious affiliations all located within underserved, high crime, high poverty areas. The target community is continually in flux and the most current comprehensive, inner city data for this population is derived from the 1990 Census of Population and Housing. According to this data approximately 20 to 57 percent of household incomes are less than $10,000/year (depending on the zip code) and the vast majority of the population are African-American.

Needs in the Target Community
Based on a preliminary needs assessment (n=79), 37% of respondents rated their health as fair to poor (Reynolds-Blakely, 1995). Ninety percent had at least one health concern and 78% had two or more concerns. Over 97% of all respondents were taking prescribed medications. Alarmingly, 34% had no health care coverage of any kind (e.g., Medicare, Medicaid, HMO, etc.). Approximately, 45% stated that during the last twelve months they needed to see a doctor but could not afford the cost. Forty-one percent were unable to get needed medications because of cost. Surprisingly, 83.5% of the population surveyed were within the age range of 21 to 59 indicating that many young and middle-aged adults are in great need of preventive health services.

Morbidity and mortality statistics partially reflect the conditions of poverty. For example, poverty is inclusive of poor, overcrowded housing; more than average exposure to infectious diseases; a high incidence of violence and accidents; poor sanitation; and poor nutrition. Research indicates that those in poverty exhibit an attitude of fatalism and helplessness, combined with a lack of future orientation (Sabol, 1991). The poor may feel resigned to illness and find the health care system frightening and intolerable. Thus less attention is given to prevention and treatment is often sought at a relatively late state. Symptoms the middle and upper classes might find alarming may be taken in stride.

Project Objectives
Because of the needs of this community, collaborators were committed to improving the health status, economic power, social relationships and spirituality of individuals and families who resided in the participating churches' catchment areas. To work toward this commitment, collaborators focused on the following four objectives: 1) Developing a self-sustaining, holistic health/parish nurse program within each of the churches; 2) Facilitating the health education of church parishioners and community residents; 3) Providing a health related employment training and placement program; and 4) Increasing nursing students' knowledge and experience in empowering underserved individuals and families.

Project Strategies
In order to achieve these objectives, collaborators...
utilized an empowerment based strategy referred to as the "train-the-trainer" program (Freire, 1970; Hope & Timmel, 1990). The train-the-trainer program provided the philosophy and delineated the steps necessary to heighten communication and trust and problem-solving between project staff and community members. It also provided us with practical methods for: 1) enhancing group processes and team building; 2) breaking through apathy with empowerment strategies; and 3) providing a formalized program to train future health care professionals to be community advocates.

A "parish nurse" mentorship program provided another important strategy to achieve project objectives. A parish nurse is a registered nurse who responds to the health and wellness needs of people within the context of a congregational setting. There are five basic roles of the parish nurse: 1) health educator; 2) personal health counselor; 3) referral source and liaison with community resources; 4) facilitator and teacher of volunteers; and 5) interpreter of the close relationship between faith and health. With respect to Project Community-CARE, parish nurses modeled roles for community members who were to become future health trainers for the target community. Parish nurses also helped to strengthen existing outreach programs at participating churches and promoted the sharing of resources available from other institutions in the community (e.g., books, pamphlets, equipment, personnel, audiovisuals).

The final intervention strategy we utilized was an employment training and placement program. Community outreach personnel from the medical center in the County developed a 32 hour course that was held for four days at participating churches. The three major components of the course included content focusing on: 1) assessment; 2) job readiness; and 3) job placement. Participants who completed the employment and training program and participated in other components of Project Community-CARE were eligible for employment in health-related positions at the medical center.

Implementation of project strategies is best represented by a case report from one of the participating churches:

A parish nurse, project director and/or nursing students attend and teach classes for trainees. The train-the-trainer philosophy and model was implemented (e.g., adult learner model, enhancing problem-solving approaches, trust building, etc.). Additionally, after each class, the trainees and trainers decide which health topic is most relevant and/or important for them to learn for the following week. Each session is started and ended with prayer and relationship building exercises. As time has progressed, nursing students are increasing their time at the church. Presently, students are at the church on Tuesday from 9:30 to 4:00. They provide free blood pressure screening, health education information, CPR instruction, healthy cooking tips, etc. (i.e., whatever the community requests). However, the 1:00 to 3:00 time period is reserved for the health training classes. Parishioners are becoming more familiar with the project director, parish nurse and two nursing students assigned to this church. Additionally, nursing students are becoming more familiar with the strengths of the community and often share information with classmates and teachers. During the last few weeks, students, trainees and trainers developed and implemented a health fair for the community. The health fair increased the community's awareness of the Community-CARE project and showcased the knowledge of community trainees. Over 50 inner city children were screened and educated concerning multiple health topics at the health fair. The minister of this church chose to keep a record on each child for further follow-up and intervention.

**Project CARE intervention Strategies**

- train-the-trainer programs
- parish nurse mentorship program
- employment training and placement programs

**Project Benefits**

Benefits for nursing students are multiple. Besides understanding and being part of the implementation phase of the project, they gain: 1) knowledge about several health needs of underserved, poor adults (e.g., high prevalence of hypertension and diabetes, lack of prevention skills, etc.); 2) a variety of opportunities to enhance their level of critical thinking and self-esteem; 3) a sense of community and practice advocating; 4) independence; 5) awareness of the "true" community resources available to the target population; 6) understanding of the cultural differences within the local population; 7) knowledge of the needs of underserved children; and 8) knowledge related to the culture of poverty and its impact on health.
In the last year, health trainees and trainers have successfully completed many health topics (cooking on a budget, heart disease, osteoporosis, estrogen therapy, diabetes, circulatory problems, CPR, arthritis, low fat diets, signs and symptoms of an unhealthy diet, weight management, depression, exercise, stress management, helping relationships, vital signs monitoring). We have had over 70+ hours of formal health training sessions. This does not include the informal teaching that occurs throughout the day. For example, in a single day, sixty children participated in informal health education sessions at one church. On this same day, we had twenty-five adults participating in scheduled classes.

Similarly, people in the target community are beginning to feel comfortable seeking health information from community trainees (who were now trainers). For example, one trainee stated that her "phone is ringing off the hook when she walks into her home." We have exceeded our target for contacts with community members many times over. Participation of individuals (number of contacts) who seek trainer/trainee assistance has increased from 0 to over 1,000. In addition, community members claim that they share what they learn with others. One trainee related "I have a granddaughter who is pregnant and I am teaching her about nutrition."

**Future Directions**

Presently, we are continuing our classes and expanding to other churches. The community is requesting more information, referrals and assistance. Project staff are trying to formalize strategies and develop open communication and trust between the target community and a number of other health care resources within the city and county. Once these linkages have been developed, a resource pool for participating churches will be available. This will permit future health trainers (members of the community currently being trained) to plan health care programs, fairs, etc. when project staff have left. Additionally, we are developing curricula, resources and library materials for trainees and trainers to access at each participating church.

Interestingly, during this process it became evident that even though there are health resources in the immediate community, some community members choose to go without medical care rather than go to existing health care agencies. We are trying to implement the train-the-trainer program to help residents problem-solve in order to bridge the gap between the established medical community and the underserved target population. Lastly, we are planning to write a grant to purchase a mobile health care van to bring various technical care to the target communities and ultimately other underserved populations.

**References**


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**The Community Psychologist as Subtle Change Agent in the Public Policy Arena**

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One characteristic of the approach to public policy of community psychologists in Western Australia (WA) is that of acting at the interface of the community and policy makers, for example, running public involvement programs, social impact assessments and community development. While a variety of roles for community psychologists have been outlined (e.g., Scribner, 1971), in WA we have tended to follow planners' roles. Syme and Bishop advocated watching and learning from planners, as they have been involved in public decision making for considerably longer than psychologists.

Hudson (1979), for example has identified five planning styles, each of which suggest roles for planners:

1. **Synoptic (or Rational) planning** where an attempt is made to quantify all costs and benefits and so identify the best plan.
2. **Incremental (or muddling through) planning** where the status quo is incrementally adjusted. Similar issues were seen to confront program evaluation, where ultimate solutions are not feasible and successive refinements are the goal (Reiff, 1966).
3. **Transactive planning** where face-to-face contact of the affected parties results in planning through mutual learning. Transactive planning emerged in the 1960s as a response to community upheavals and professional self-criticism. It was a fundamental change in which the necessity to
involve the community in the planning process was recognized.
4. Advocacy planning where action is determined by the results of interest groups arguing a brief, especially in the case of a planner defending the interests of the weak.
5. Radical planning which is the result of spontaneous activism as in alternative lifestyles or revolutionary uprising.

Most planners are eclectic and will adopt many or all of these roles at some time. Similarly, community psychologists may use any of these roles, depending on the context and the opportunities that present themselves.

It appears to outsiders that North American community psychologists are more committed to an activist role than their WA counterparts. While we do adopt an activist approach at times, the colonial history of Australia has left a legacy of bureaucracies that are active in their own reform. This climate provides the opportunity to engage in subtle policy changes. Engaging in consultancies with decision makers affords the opportunity to address the agendas of those in power while being able to introduce agendas of community empowerment and social justice. Such change has to be incremental and involves translations of our agendas into a framework set by those in power. It also involves a longer term educative process where decision makers come to see issues from a different perspective, through exposure to social science application.

A similar proposition has been advocated by Throgmorton (1992) who wrote of interpretative communities. In a reanalysis of the Love Canal disaster, he argued that the rhetoric of politicians, scientists and the community were sufficiently different for communication to be difficult and distorted. Largely, scientists, politicians and the community were being driven by different demands and consequently were not able to understand the concerns of other parties. A role for professionals existed at the interface of the three groups. Throgmorton saw professionals acting as translators and thus being able to create change. As such, the professional must be seen as an "honest broker", yet can be in a strong position to influence change. Similarly, substantive theorizing (Wicker, 1989) requires the community psychologist to be able to understand the rhetoric of all actors and to be able to view issues from the perspectives of all. In essence, this is the "specialist-generalist" role advocated by early community psychologists, such as Reiff (1968).

One of the implications of this approach is that it takes time before the professional achieves the trust required to act as a translator. Geoff Syme, a community psychologist heading a lonely social science unit in the Commonwealth Scientific and Industrial Research Organization (CSIRO), commented that it took him 14 years to persuade his fellow scientists of the fundamental need for social input into decision making (personal communication). While there has been an increase in the recognition of the need for psychological input, there are professional barriers that have to be overcome before community psychology can be made central in policy decision making. The following example is indicative of the difficulties involved in being taken seriously by some decision makers and the need for subjugation of one's own professional agendas and ethics before change can be made.

Dam building does not spring to mind as a natural role of a community psychologist. Dam building is possibly the most macho engineering activity and engineers' disdain of social scientists is legendary. Dams play a major role in regulating water supply for urban and rural use in Australia, the Earth's second driest continent. As such, dam engineers have had considerable power. For example, the director of Sydney's water supply department had been responsible solely to the state Governor for almost two hundred years. All other utilities were responsible to elected officials. A similar example of dam engineers' power can be found in the state of Tasmania. The Hydro-Electric Authority (Hydro) is the most powerful bureaucracy in that state.

While there has been an increase in the recognition of the need for psychological input, there are professional barriers that have to be overcome before community psychology can be made central in policy decision making.

All Tasmanian electricity is generated as hydroelectricity. Major dams have been built that provide considerably more electricity than is required, with the intent to sell the excess to Victoria. Due to an economic downturn, there has been a lack of finance to put a cable across Bass Strait and thus the Authority was unable to sell the excess power there. The cost of the colossal infrastructure has meant that Tasmanians pay more for electricity than mainlanders, even though it is generated "free". The power of the Authority is reflected in that there has been little outcry about pricing in Tasmania, nor has there been much curbing of Hydro's power by politicians.

CSIRO had put in a proposal to look at community involvement in setting dam criteria in 1989. This was not successful, but CSIRO was asked to write a piece for a dam engineering journal (to amuse the
Poor social science input points for community psychology emerged from this with potentially serious ramifications, a number of research:

Why had there been a sudden change in their acceptance of social scientists? Responsibility for dam safety had not been a major issue for engineers or politicians as no government controlled dam had given way on the Australian mainland. But an event occurred in the early 1980s that changed that. A levy bank had given way as a train passed over it. The train had fallen on a house and two people died. Two engineers had been charged with manslaughter. Although they were not convicted on the basis of a legal technicality, dam engineers suddenly became very concerned about the implications of being responsible for dam design and maintenance.

At the same time, a major dam above Sydney was found to be less safe than had previously been thought. There was an increased risk that it could fall over and the subsequent flooding could do damage in the hundreds of millions of dollars. The loss of life would also be considerable (but dam engineers do not like to estimate loss of life). The responsible engineers wanted politicians to provide money for repairs, but as an election was looming, the politicians had turned “deaf ears” to them. They suddenly recognized the need to have the community involved to spread the blame.

While the motives of the engineers were blatant with potentially serious ramifications, a number of points for community psychology emerged from this research:

1. **Grab the opportunity to be involved by the throat.** Other professionals do not appreciate the need for community psychology input and have to be educated. This only happens once you work with them and learn their language, then you can start to get them to reframe their approaches.

2. **Poor social science input is more important than no social input.** Ethical codes say that we should not go outside our area of professional expertise, but we believe that it is often more important to have some social input than to leave decisions to be made in the total absence of such input. Psychological world views are so varied that even if we know little about an area, our perspective is important.

3. **What about our ethics?** Is it ethical to contribute to a situation where our involvement has been accepted because it would help diminish the engineers’ responsibility for failure. Firstly, we did not know this at the time. Secondly, even if we did, we still would have proceeded. In decision making, the motives of those involved will often not match their rhetoric. People will operate based on self interest and other motives. Unless we are dealing with unethical or criminal behavior we should not shy away, wanting to be associated with only the purest motives.

Our motives are to give the community a voice in decision making. One of the leading public involvement practitioners, Jerry Deli-Priscoli said that he was motivated by a desire to see Platonic democracy and that each job he did he hoped contributed to that. While his public involvement programs were designed to provide decision makers with feedback from the community to help them make decisions, he saw the process as emancipating communities in small, and hopefully, lasting ways. He provides the community with access to decision makers, educates both decision makers and the community about how to deal with each other and provides the community with expectations that they will be consulted in the future. He saw time lines in decades.

While this example is not typical of the interchange between policy makers and psychologists, the issues are much the same. In this case we were able to locate ourselves at the interface between the decision makers and the community. We became able, as a result of our willingness to engage with those involved in the process, regardless of their motives, to contribute to the establishment of a dialogue among the communities of concern and ultimately to the development of a policy which was more likely to be embraced and accepted. In situations like this, the role of the community psychologist as translator is especially important. While the motivations of the engineers were undoubtedly instrumental, the community involvement process did provide an opportunity to develop productive relationships which would be of lasting benefit. Because decision makers have agendas often quite dissimilar to ours, does not mean that we should not get involved. If we are to enter the “hurley burley” of public policy and decision making as Gergen (1988) recommended, we need to play the game according to others’ rules, until we are respected enough by the other participants to allow recognition of our values and agendas.
An Empowerment Based Outcome Evaluation Training Program for Service Providers in a Local United Way System

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This article describes two collaborative projects between the United Way of Franklin County, Ohio and the College of Social Work at The Ohio State University (OSU). The on-going intent of these projects is to provide comprehensive evaluation training to providers of United Way supported human services programs. The United Way of Franklin County is in the process of implementing outcomes based funding. Outcomes based funding is contingent upon the ability of program providers to define outcomes and demonstrate concrete results through outcome evaluations.

Background
Franklin County is an urban county in central Ohio with a population exceeding one million people. Human services issues in Franklin County are consistent with issues faced by residents of most large, urban centers. Current data indicate that the local poverty rate exceeds 18% (Metropolitan Human Services Commission, 1995). In 1990, fourteen funding systems allocated more than $252 million for local human services programs (Metropolitan Human Services Commission, 1995). The United Way provides support to approximately 250 programs provided by 70 local health and/or human services agencies (United Way of Franklin County, 1996). The kinds of programs supported by United Way range from mental health counseling to juvenile delinquency prevention to emergency food and shelter provision.

Historically, outcome evaluations of human services programs have been inconsistently applied (Royce, 1994). This has been particularly true of programs funded by local United Ways (United Way of America, 1996). In recent years, most funders have required service providers to generate evaluation data focused on management practices and fiscal status. When adequate funds have been available, consultants or academically based researchers have implemented outcome evaluations. However, outcome evaluation has been the exception rather than the rule and outcome evaluation as an integral part of program planning has been extremely rare.

Many evaluation theorists (Julian & Lyons, 1992; Royce, 1994) suggest that program evaluation data most appropriately belong in the hands of program managers so that data might be used to support program improvements. Often, evaluations are conducted after a program is complete and have little relevance to future offerings. In 1998, the United Way in Franklin County will require that program providers demonstrate the outcomes of the programs they provide (or produce an evaluation plan) in order to receive funding. The United Way outcomes based funding model is described in detail elsewhere (Julian & Clapp, 1997).

The Training Program and OSU Consultation
Faculty from the OSU College of Social Work served in key evaluation training roles in two projects sponsored by United Way. The first project involved a comprehensive 18 hour evaluation training program. More than 150 individuals participated in this training. The content of the training program was consistent with the content of a typical graduate level program evaluation course. Topics covered included logic models, evaluation methodology, managing evaluation activities and using evaluation data to support program planning. Instructors used a curriculum developed by United Way of America (United Way of America, 1996).

Social work faculty were also involved in a formal technical assistance project related to developing evaluation skills among providers of United Way supported programs. Faculty and doctoral level

References


students provided technical assistance to agency representatives through a graduate level seminar that met once a week during fall quarter 1996 and spring quarter 1997. The focus during spring quarter was on the evaluation of prevention programs. During each three hour class session, agency representatives presented evaluation issues related to the particular service(s) they provided. Faculty and graduate students provided practical advice concerning such issues as instrumentation and evaluation design. Students also developed formal and on-going relationships with agencies in order to provide more detailed and comprehensive consultation. Formal evaluation data suggest that participants in the United Way/OSU projects expanded their knowledge and capacity related to program evaluation.

Applying Principles of Community Psychology

The first principle of community psychology illustrated by these projects is related to empowerment. Both projects were designed based on an empowerment evaluation model. Fetterman (1996) defines empowerment evaluation as an on-going process of program improvement and suggests that program participants may gain self determination as a result of the evaluation of their own programs. The on-going goal of the United Way/OSU training is to transfer evaluation knowledge to local program providers so that they can continually improve services, placing the responsibility for evaluation in the hands of managers rather than outside evaluators.

The second principle of community psychology illustrated by these projects is a focus on systems and community problem solving. Orford (1995) indicates that one of the most common community psychology research tasks is evaluation of human services programs. The United Way/OSU projects encompass accountability for outcomes of local human services programs as a major focus. The United Way outcomes based funding model requires program providers to demonstrate results and link those results to system impacts and community goals in order to qualify for funding. Training local program providers to evaluate their programs and providing resources for evaluation may provide for more frequent evaluation and implementation of continuous program improvements.

Implications for Practicing Community Psychology

This article describes a major collaborative effort between the United Way and the College of Social Work at OSU. The intent of the on-going effort is to train human service providers to conduct outcome evaluations as part of a long term strategy designed to implement outcomes based funding. This effort suggests several roles for community psychologists including trainer, organizer, theory builder and project manager. These roles are unique in that the community psychologist is engaged in implementing principles of community psychology.

Orford (1995) claims that addressing social problems in terms of the interaction between persons and social settings is a key construct in community psychology and that intervening at the system level is crucial. The projects described above, provide concrete examples of system interventions that may yield important results for the people (both program providers and program participants) who interact with the local United Way system. Thus these projects point to the potential of human services delivery systems as key settings in which community psychologists might practice.

These projects also provide a clue as to the type of interventions that might facilitate system and/or community change. Organizations like United Ways and other funding systems control significant community resources and may constitute primary settings for community psychology interventions. Such interventions are particularly powerful in that change is likely to have far reaching consequences. For example, the shift to outcomes based funding is likely to directly effect the kinds of services provided in the local community and organizations that receive United Way funding.

The projects described in this article also suggest a number of skills that may be important for practicing community psychology. Intervening in systems requires that the community psychologist commit to long term involvement (Wicker and Sommer, 1993); devise clear theories of intervention; articulate concise system impacts and community goals; demonstrate the capacity to influence and work with diverse groups of people; and display technical problem solving skills. Such skills might be developed through academic training but are also likely to evolve as a result of experience in community settings.

System level interventions such as the United Way/OSU projects, may hold great promise for making local institutions more responsive to the needs of the community. Community psychologists almost certainly have a major role to play in designing and implementing system level interventions. A promising role for community psychologists involves designing and implementing outcomes based funding and other system level service delivery strategies. This may indeed offer an alternative career path for community psychologists (Wicker & Sommer, 1993) and may offer community psychologists the unique opportunity to intervene in local service delivery systems.

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A Community Psychologist's Role in Policy on Homelessness in Two Cities

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In this paper, I will describe two major involvements I have had with regard to local policy on homelessness. One involvement occurred in Buffalo and the other, more recently, in Detroit. After describing each involvement, I will apply my experiences to several questions often asked about how community psychologists can interact in the policy arena.

In Buffalo, in collaboration with local homeless advocates, I helped create and then operate an intensive case management program working to assist homeless people in permanently escaping homelessness. The advocates and I were concerned with the very disjointed nature of the service system for homeless people, who often came with multiple problems. Largely separate service systems existed for mental health, substance abuse, housing, job training, public assistance and health care. Most homeless people with multiple problems had difficulties negotiating any one of these complex systems. Getting their needs met across several such systems was beyond the capabilities of all but the most sophisticated in the population.

We were also very concerned about how different service systems were highly selective about who they would serve and sometimes how they "cream" clients. The sorts of homeless people we saw, with severe and multiple problems, were often ignored in favor of "good clients" who would be "reliable" (e.g., by attending sessions regularly in the mental health system) and/or would be likely to "succeed" so that the agency could meet particular goals (e.g., by being capable of holding a sheltered employment position while receiving long-term job training). We obtained a large federal grant to provide a service that took any clients referred and assisted them with their full range of problems, including job training and placement and locating permanent, high-quality housing.

My approach to policy change in this instance was to help create a new agency that filled an unmet need in the community. In essence, I helped "legislate" my own social policy, albeit on a small scale in one city, using independently-obtained federal grant moneys. This approach has many advantages. In our particular case, we could have considerable control over the shape of the service we developed and did not need to make major compromises to meet the needs of other agencies or adjust to local political pressures.

Despite the relative independence we enjoyed, we still encountered a number of difficulties in establishing and operating the program. Initially, we had some trouble convincing certain community leaders (operating out of competing agencies) to accept the randomized field experiment evaluation design we wrote into our grant proposal (my main role was to lead this research venture; see Toro et al., 1997 for results of this evaluation). It became clear to us that the types of people who commit their lives to helping others are not necessarily supportive of research even when there is no direct threat to them.

For example, one powerful local advocate would not refer clients at first, because she felt randomization was "unethical" (she later relented, after seeing the program operate for several months with no obvious ill effects on program or control clients). I also had some personal difficulties in juggling my various roles in the project. While my main role was as the "research/evaluator" (consistent with my main job as a faculty member at the local university), I also served briefly as the interim executive director of the program while we were in the process of hiring someone for the job on a permanent basis. I also later served as a member of the board of directors for the agency (after it became
We also had to contend with various "turf" issues in the community. One such issue involved our desire to separate fiscal control from the soup kitchen, which for some time wanted the program's funds to remain under its control. It took quite a long time to convince leaders of this agency that we should be an independent not-for-profit agency. A final difficulty, that occurred later in the new agency's history, involved the dilemma of maintaining program longevity at the expense of compromising the purity of original program goals. After our original federal funding ran out, we sought local funds that did not allow us to serve all homeless (only welfare-dependent families).

In Detroit, my involvements have been mainly as a "research expert." I have conducted a number of studies on Detroit's homeless, including separate studies of homeless adults, adolescents and families. I have data on the prevalence of homelessness; the characteristics of the area's homeless population; and experience developing services and evaluations of programs helping homeless people. I am regularly asked to speak to various groups of service providers and policy makers, I am sought out for informal advice about various matters related to grant writing and program evaluation and I have been interviewed by the local media on many occasions. I have spoken at various conventions, including that of the Michigan Coalition Against Homelessness, given advice to police and security agencies on how to deal with panhandlers and provided testimony before the City Council on the needs of the homeless.

The main problem I've encountered in my Detroit activities has involved regulating my time commitments and those of others in my research group. I'm asked all the time to write grants for people (as I did in Buffalo), I have less and less time for such time-consuming activities. If I spent all my time doing things to help agencies, I'd never get any of my own research done (which not only helps me and my students but, in the long-run, the many local agencies with which I must interact). I often have to turn down "good causes" and sometimes feel guilty about this. Another difficulty for me in my Detroit involvements has been a nagging concern that my efforts, while clearly assisting various human service agencies, may be having little impact on truly reducing the prevalence of homelessness. Establishing strong services does not necessarily translate into a better life for the homeless people whom I ultimately feel an obligation to help.

**Some Common Questions on Policy Involvements**

Where (at what levels, branches of government, particular agencies) can community psychologists exert the most influence? I believe we should work at all levels. However, I, personally, have had the most luck at lower levels (i.e., city, particular agencies). I believe it may be easiest to work at a local level, where you can learn about the local players in the field you work in and where your influence can be more readily gauged.

How does one get one's findings in front of decision makers? In answering this question, I find it very important to highlight the need to cultivate personal relationships in the community. To do this, one must have some real assistance to offer the leaders with whom one interacts. While an affiliation with a university may carry some weight, especially when community leaders have positive views of the university (which is not always true), "prestige" does not go very far. Offering to help write grant proposals, locate student volunteers or provide clearly useful data carry much more weight. In getting truly involved in policy, a community psychologist must recognize that some time will have to be spent in nurturing such community relationships.

How does one work with decision makers to see those findings turned into policy? Again, I'd highlight the importance of relationships. Decision makers will not think to approach you or listen seriously to you if they don't have a trusting relationship at the outset. It is also important to be "persistent and stable." For instance, in Detroit, people come back to me again and again because they know I'm there for the long term and can be helpful to them. Such leaders get repeatedly rewarded for contacting me and refer colleagues to me.

What are the problems in doing or disseminating policy research and how can they be dealt with? Coordinating research and service grants can be difficult. Research funds tend to be for more "basic research" and service grants often don't have much if any money for serious research. Thus, I've encountered many forward-looking agencies that have wanted me to evaluate their programs, but don't have the money to do it. I either have to obtain external funding or try to do the research on a "shoestring." Though I've taken both approaches, major efforts have been required. Yet again, I'd mention the importance of personal relationships, especially with agency directors and other leaders in the community who are also "stably housed" in their positions. The most effective relationships I have are those with such stable people, who also see me as equally stable in my position and commitment to working with community leaders to help the homeless.

**References**

One of our members, Dr. Leonard Jason from DePaul University, recently had the unique experience of being invited to present testimony before a committee of the U.S. Congress. What follows are Lenny's thoughts about his experience preparing for and presenting testimony before the House Commerce Committee Subcommittee on Health and Environment at the December 9, 1997, hearing on "The Tobacco Settlement: Preventing Teen Tobacco Use."

Dr. Jason Goes to Washington: A Tale of Advocating for Tobacco Reform

Leonard Jason

On Tuesday, December 2nd, I was called by a staff member of the House Commerce Committee, Subcommittee on Health and Environment, and asked to testify about behavioral aspects of teenage tobacco use. Geoff Mumford, a Public Policy Office staff member of the APA Science Directorate, had suggested my name to the staffers. Three weeks earlier, Geoff, Patricia Kobor, Paula Trubisky and other members of the APA Science Directorate had organized a Tobacco workshop on public policy and science that was sponsored by the APA Science Directorate, and I had been a participant at this workshop. At that 2-day workshop, a group of researchers with interests in tobacco-related issues had an opportunity to meet critical figures involved in shaping the tobacco settlement, to receive training in working with the legislative process, to develop a research-related statement in regard to the tobacco settlement, and to meet with various Congressional staffers to express the need for behavioral research to help shape policy issues being discussed with the tobacco settlement. In part due to the positive reaction to our conversations with Congressional staffers, a member of our group was invited to testify at the Congressional hearing.

The Congressional staff person who called me asked me to address prevention strategies, and in particular issues involving youth access to tobacco products. He mentioned that I had 3 days to prepare my testimony, and I naively agreed to this request. I would have about 5 minutes to present my perspective on issues involving behavioral aspects of smoking and teenagers. Two other presentations would then follow, one by Michael Eriksen, the Director of the Office on Smoking and Health, and the other by Howard Beale, an Associate Professor at George Washington University (who has been a consultant for the tobacco industry). There would then be a question and answer period for about an hour and an half. After I finished this telephone conversation, I called Geoff and Pat, the Public Policy Office staff members, for their advice about preparing this testimony.

The issues involved in the tobacco settlement are varied, and include ways to restrict youth access to tobacco, smoking reduction targets, excise taxes, public education, advertising, international sales, and funding for science, to name only a few of the salient topics that might affect youth and use of tobacco products. The challenge was to be concise and focus on those pieces of information that might have the largest influence on the Congressional representatives and their staffs who would be at the hearing. As several colleagues learned of my invitation to testify in Washington, I was provided an avalanche of constructive information and views, and I tried to be as diplomatic as possible with their many suggestions as to what I might be able to cover in my 5-minute testimony. I religiously read dozens of new bills on the tobacco settlement being introduced into Congress and continued to seek consultation from Geoff and Pat at APA. During that week, I was also called by Congressional staffers, who asked me about my testimony and tried to assess whether I might like to mention a particular bill or issue that their boss had a particular interested in.

To free up time, I tried rescheduling appointments and meetings, and dodged several responsibilities, all with the intention of having time to concentrate, but this is not easy in academic settings. Although I tried to keep my focus on writing up the testimony, by Friday I had about enough material for a week-long seminar on the tobacco settlement. I was now receiving phone calls for my written testimony and pleading for more time. I had written twenty pages of double-spaced text, and I wasn’t sure how to reduce this text to a few pages. I finally managed to write up a brief outline that summarized some of the issues I would cover in my testimony.

By Monday morning, after spending the weekend with different drafts of the testimony, I finally had a document, although I continued to incorporate new ideas into it until I boarded the plane to Washington. Because I had posted portions of the testimony to colleagues on the internet, I was once again faced with so many ideas that I could have written a book instead of a five minute statement.

Pat from APA was my guide as I went to the Rayburn House Office.
Building on Tuesday morning. She was a continuing source of support and encouragement, and I am now an even firmer believer in the important and critical role of social support. The Rayburn building is an impressive, stately building where some members of Congress have their offices. The hallways have ceilings that are about 40 feet tall, and the halls are large enough for a Mack truck to negotiate. There were police, barriers, and all the other images that conveyed the impression that this was a place of power.

We were among the first people to enter the room where the testimony was to occur. On four chairs within the room, there were white pieces of paper that said "Reserved for Jason." And on the witness table, toward the front of the room, my name was etched on a form next to the microphone where I would be giving my testimony. Two rows of seats for members of Congress and their staffs were in front of me, with about 10 feet free for photographers. In the room where the hearings were to occur, there were television cameras from CSPAN and chairs for about 100 people. As people began filtering in, the tension began to rise. When the politicians and political figures entered the room, it was apparent how smooth and polished these residents of the Washington inner beltway were, and it seemed as though everyone knew everyone else. I felt like I was at a political fundraiser; except I wasn’t sure who was running for office!

Faithfully, I practiced my deep breathing exercises. The bright lights, the cameras, the crowded room, the introductions, were becoming a blur of stimuli and activity that made me realize that this was a setting that had rules and norms that were different from anything that I had ever experienced. Like a lightning bolt, the Chairman took command of the room by stating that the hearing was to begin, and then he asked the speakers to come to a table in front of the members. I had been sitting in my reserved seat in the audience, and was glad that Pat was sitting next to me, for she gently reminded me that I was to approach the witness table. Each of the speakers gave their testimony, and I was the last person to present my views. As Dr. Beale concluded his remarks, stating that levels of youth smoking had stayed the same for years, and that advertisements really have no effect on youth onset of smoking, I was tempted to discard my formal remarks and say: "And this is testimony from the same people who have told us that nicotine is not addictive and there is no link between smoking and health problems." But I resisted and proceeded to present my testimony. Just as I stated: "Mr. Chairman and Subcommittee members, thank you for this opportunity to testify," the buzzer went off. I first thought that it was signaling that my time was up, but luckily it actually referred to the previous speaker. I again resisted saying something clever like "I hope you have enjoyed my remarks," but as a true trooper, I proceeded with my testimony undaunted.

I had rehearsed my testimony about 5 times that morning; however, as I gave my testimony, I kept no watch as I wanted nothing to distract me. As the minutes ticked away, my confidence gained, and I no longer thought of the audience members; the camera and photographers were repressed from my consciousness; the bright lights had dimmed, and my voice was steady and clear. And than in a flash, it was over, and as I stated my conclusion and said: "Thank you for this opportunity to testify; I would now be happy to answer any questions," the Chairperson's egg timer went off, signaling my time had ended. The Chairperson smiled at me, and several comments were made by the politicians about my punctuality, as they thought it was amazing to end right on the buzzer; I considered it if not symptomatic at least a reflection of my obsessive tendencies.

In my remarks, I stressed that there is a considerable amount of behavioral data indicating that it is possible to reduce the number of young people who smoke. Starting, continuing, and quitting smoking are fundamentally behavioral processes. I next talked about some of my experiences in Woodridge, IL, and indicated that it is possible to appreciably reduce the percent of vendors that sell to youth. In order to really reduce the availability of cigarettes, the percent of merchant sales needs to be reduced to 10% or less, but this will only occur after 10 years, according to the tobacco settlement plans, and I urged the Congress people to reach this target in a shorter period of time. I then mentioned that scientifically based, school prevention programs can effectively reduce the percentage of children who later smoke by 28% to 39%, and that the most exemplary programs include anti-smoking ads in the mass media and comprehensive school programs. I than went on to talk about how even with the settlement, children will be exposed to imagery-laden tobacco advertisements, and that to deal with this we need the ratio of anti-smoking ads to cigarette ads to be 1:4 or greater, and that the $500 million for anti-smoking ads, as proposed in the settlement, is inadequate if the tobacco companies increase their advertisements and promotions. I would have preferred saying that all ads should be banned, but I knew that this would raise first amendment rights issues. I than mentioned that while the federal government can provide leadership to the nation on initiatives to reduce tobacco-related disease and death, it should not manage state or local initiatives, and I added that we need to encourage grass roots efforts, as witness the work that has been done in California and Massachusetts. In summing up my testimony, I mentioned that psychological research has led to a better understanding of the effects of tobacco advertisements, youth access laws, school
and community prevention programs, and the relationships between the price of cigarettes and initiation of smoking.

For the next hour and fifteen minutes, each of the Congressional members had 5 minutes to ask the panel members questions. A person from the Republican side would ask several questions and then a person from the Democratic side would have 5 minutes for this questioning. Poor Dr. Beale was asked repeatedly where he received funding, and he admitted again and again that he had been a paid consultant for the tobacco industry. I was so happy to be able to state that my money had never been from the tobacco industry. I had to resist my urge to say that in one prominent publication distributed by the tobacco industry, my research on deterring stores from selling cigarettes was highlighted, but the findings were completely misquoted when they said that I had found that pure educational approaches work, when in fact I had found just the opposite.

Dr. Beale was questioned by several members about his statement that advertisements were not an influence on youth smoking, but this was challenged effectively by testimony from Dr. Eriksen. Dr. Eriksen also was asked many questions about the price sensitivity of tobacco, and he mentioned that a 10% increase in price leads to a 7% decrease in youth smoking. The Congressional members were attentive and rarely engaged in side conversations, and I was rather surprised at this high level of interest.

Questions posed to me frequently involved issues of youth access. One southern Congressman was concerned about the provision to place cigarettes in stores behind counters in order to prevent them from being stolen. He felt that this would unduly hurt tobacco companies that had labels that were less known to the public. If minors did not steal cigarettes, he felt there was no reason to put them behind the counter. The Congressman posed this issue to Dr. Beale and myself. I wanted to address this issue after Dr. Beale, but he also wanted to address the issue after me. Each of us wanted the opportunity to hear what the other said before commenting on this issue. I looked at Dr. Beale to signal to him to begin, but he proceeded to look at me. I than challenged this look by using my hand to offer him the stage, but he again countered by using his hand to courteously offer me the opportunity to talk. I was not going to lose this battle, and I proceeded to nod my head to him, and he nodded back, and giving me the chance to speak first. This entire exchange took about one and a half seconds, and few in the room realized what was occurring. I knew that if this exchange continued, we would begin looking like the three stooges, but fortunately, Dr. Beale tired of this duel, and when I finally gave him a direct stare signaling him to proceed, he complied. Dr. Beale briefly stated that placing cigarettes behind the counter was unnecessary, as he felt that minors did not steal cigarettes, but he also mentioned that he had no data or experience on the subject. I beamed with confidence, because in this high stakes card game, Dr. Beale had been bluffing, and his cards were rather weak. I proceeded with a 5 minute monologue, and concluded by stating that the policy of placing cigarettes was essential, for as more and more stores begin to stop actively selling cigarettes to minors, some minors will try to get their cigarettes by stealing them. The southern congressman looked at me, shook his head in agreement, and seemed to have been swayed by my response.

In the extended text that I had provided to the Congressional staffers, I mentioned that the Food and Drug Administration has contracted with 10 states to make a total of between 200 and 330 unannounced checks to determine whether stores are in compliance with prohibitions against selling cigarettes to minors. The FDA is determining which stores to check, and fines for illegal sales are being paid to the FDA. The question I posed was why selection of stores and fines could not be coordinated through state or local agencies. A Congressperson asked me about these statements and said that he was concerned about this control by centralized Washington agencies, and would be talking to officials at the FDA concerning this issue. In addition, although these FDA compliance checks have been occurring since August and a large body of data have already been collected, the data have not been analyzed, and in my conversations with FDA staff, no plans have been made to do these analyses. This issue was also brought out, and several members, including the Chairperson said that this was regrettable and that he would be talking to FDA officials as these data are extremely valuable and could provide researchers and policy analysts important information.

There were several questions asked by some of the more conservative members that attempted to discredit or portray anti-smoking activists as extremists. One asked me if I thought that smoking should be completely banned. In a set of subsequent questions, he kept using the terms "ban" and "restricting youth access to tobacco" interchangeably, and I had to constantly point out the differences in these two concepts. Another member said that if Woodridge was able to reduce vendor illegal sales on their own, and now that we had the Synar amendment that mandates these procedures nationally, why did we need a national tobacco settlement? Others asked about the low prevalence of smoking among African-Americans as a reason for not needing to create more prevention or anti-smoking ad campaigns. To each of these questions, Dr. Eriksen and I tried to calmly and politely point out the research findings that might adequately deal with their concerns.
The time flew by, and the hour and a half of session ended. Dr. Beale stood up and said to me: "There really are only a few minor differences in our points of view on this topic." I wasn't sure how to respond, but I wanted to say: "Are you able to sleep at night."

During that afternoon, Pat, Paula Trubisky and other members of the APA Science Directorate and I reflected on the experience. They were delighted with how the hearing had transpired, and I was pleased with their reactions.

On Dec. 9th, the day of the testimony, I was quoted in an Associated Press article in the following paragraph: "'There is no single magic bullet,' DePaul University psychology professor Leonard Jason told the House Commerce subcommittee on health and environment. 'The best approach is a combination of tools, including restricting access and advertising, school-based programs and price increases." This article captured much of what occurred during the testimony, also describing points raised by Drs. Michael Eriksen and Howard Beale. (I received several calls from people around the country who had seen the piece, including one psychologist who called and wants to consult with me on the use of smoke detectors in schools as a way to reduce teen smoking in schools--this could open up a whole new research career for me!).

On December 10th, the day after the testimony, USA TODAY printed a commentary by Walter Shapiro entitled: "Tobacco deal means money to burn." In this commentary, he stated: "Professionals are asking themselves, 'How do I get on the gravy train?'" In his sarcastic column, he went on to state: "The hunger for future funding was palpable during the congressional testimony of Leonard Jason, a psychologist at DePaul University who also was speaking for the American Psychological Association. As he called for 'more clinical and basic research,' as well as additional 'epidemiologic studies,' Jason stressed, 'We need to know more about how anti-smoking norms are formed and transmitted.'" Later in this column, Shapiro wrote: "The truth is that anti-smoking researchers like Jason will soon be hooked up to the 24-hour ATM known as the tobacco settlement. Want to search for the existence of a correlation between bird-watching and cigar smoking among left-handed 15-year-old boys in the Middle West? Not to worry, because this is America and the money from the tobacco settlement is off-budget." Needless to say, with the help of Doug Fisel at APA, I wrote a letter to the editor, commenting on and challenging this column, and it was published the following week in USA TODAY. I guess as we've always known, one needs thick skin to be in this advocacy arena.

So, what do I make of this experience. First, it is great fun to be able to testify in Congress, and actually have these types of policy makers interested in your research and points of view. To do this type of work, one needs to be able to relatively quickly develop a position that addresses key, critical points, and in so doing, reduce the cognitive complexity of a particular topic. Good stress management and public speaking skills are necessary but not sufficient. Working collaboratively with other organizations, in this case Geoff and Pat from the APA, are key attributes for having the possibility of reaching these types of audiences. Keeping a sense of humor, and being diplomatic, even when one wants to go for the jugular (as with my distinguished consultant from the tobacco industry), is a prudent approach.

Dr. Jason's testimony can be found on the APA web page at:
http://www.apa.org/ppo/jasont.htm

SCRA COMMITTEE ON WOMEN

Column Editors:
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This issue of The Community Psychologist marks the beginning of our term as co-editors of the Women's Column. The focus of this first article is on understanding diversity among women.

We are seeking submissions for future pieces for the Column, so please contact us if your are interested in sharing your writings. We welcome your comments and suggestions for the Column.

Diversity Among Women:
The Need for Visibility,
Dangerous Dialogue, and Action

Holly Angelique and Rebecca Campbell

The new president of SCRA recently called for a community psychology that places diversity at its core (Bond, 1997). Race and gender diversity have been the primary focus within the field, and social class, sexual orientation, and disabilities have become emerging concerns as well. For diversity to become a leading force within community psychology, we must engage in critical analysis of privilege and power.
However, Bond (1997) warned that when a discourse of diversity is reduced to a "laundry list of differences" (p.3), the discussion is rendered rather meaningless. In order to address diversity as a core value of community psychology, Bond (1997) called for accountability to oppressed groups, the creation of settings for dangerous dialogues, and defining SCRA as a community of support. Women in SCRA need a visible forum to engage in discussion about privilege and power dynamics and to plan actions based upon that analysis.

The Women's Column of The Community Psychologist is an outlet for women's voices and our concerns. This column can provide one setting for the emergence of dangerous dialogue about both oppression and privilege. As women, we share in gender oppression, but how we experience this oppression varies considerably. As women of differing races, social classes, sexual orientations, and abilities & disabilities, we may also be oppressors. The diversity among women is a critical issue that requires more discussion. This column has the potential for becoming a safe space to engage in this dialogue while remaining respectful and non-victim blaming. We hope that this column will become a foundation for accountability to women and diversity among women within SCRA and our own communities.

Understanding Diversity Among Women

To understand diversity in any meaningful way, we must move away from the false "us/them" dichotomy that can emerge in discussions of difference. In this mode of thinking, people are divided into groups of individuals who are close to "mainstream" (the euro-hetero-elite-educated-androcentric) and those who are not. When considering diversity from this perspective, folks in the "mainstream" might come to tolerate difference, but the power imbalances that lead to privilege for some, at the expense of oppression for others, will not be threatened. This approach to diversity leads to stagnation.

Supporting diversity within community psychology might be better discussed from a feminist standpoint perspective (Collins, 1989; Hartsock, 1983). Feminist standpoint theory is rooted in Marx's view that social being determines consciousness (Hawkesworth, 1989). This theory claims that class, race, gender, and sexual orientation structure a person's understanding of reality. To survive, less powerful groups must be attuned to the culture of the dominant group. For example, Nielsen (1990) argued that because African-Americans are exposed to and forced to participate in dominant white culture (e.g., schools, media), they become knowledgeable about both Black and white realities. White Americans, however, are exposed to only one perspective--their dominant one. Similarly, women become knowledgeable about both male-dominant culture, as well as our own experiences. And yet further, women of Color become knowledgeable about white culture, male culture, as well as their own experiences as members of multiple oppressed groups. Thus, oppressed individuals have the potential for a more complete view of social reality precisely because of their disadvantaged position (Nielsen, 1990). By living our lives in both the dominant culture and in our own cultures, members of stigmatized groups can develop a type of double vision (or triple vision, or even more), and hence, a more comprehensive understanding of social reality (Hartsock, 1983; Westkott, 1979).

This standpoint, however, must be developed through appropriating one's experiences through intellectual and political struggles against gender, race, class, and sexual orientation inequalities (Allen & Baber, 1992; Collins, 1989, 1991; Harding, 1987; Harstock, 1983). The location of oppressed groups vis a vis their oppressors creates the potential for critical social analysis, but without consciousness raising experiences of this location, such a standpoint will not emerge. Hence, standpoint theorists issue a challenge to find groups on the margins of social structures and actively engage them in describing their experiences and perceptions (Allen & Baber, 1992).

From this perspective, we must look toward individuals who are at the margins of dominant culture to learn more about social reality. These perspectives hold a wealth of information. Within standpoint theory, diversity is not merely tolerated--those with power supporting those with less power. Instead, the power balance begins to shift from one of perceived dominance to one that has been identified as incomplete and dependent upon those with different experiences. When we realize that our view of the world is incomplete, we can begin to understand the need for differing perspectives. Diversity, in this sense, is a requirement for understanding our complex, socio-environmental realities.

Visibility and Outlets for Dangerous Discussion

Feminist standpoint theory can provide a foundation from which to critically examine themes of diversity. As we see it, these discussions must begin by exploring the ways in which oppression of those with disabilities, classism, racism, and heterosexism exist among women. While the values of the field have purportedly reflected commitment to these areas, the practice of support has been more tenuous. Community psychology programs are still comprised primarily of white students and white, male faculty. Representation of race and gender issues is lacking in the community psychology journals as well (Bernal & Enchautengui-de-Jesus, 1994; Serrano-Garcia &
Specific to women's concerns, issues of classism, sexual orientation, and disabilities have hardly been mentioned at all in the two primary peer-reviewed journals of community psychology since their inception (Angelique & Culley, 1997). With scarcely a mention of diversity among women, it is not surprising that critical analyses of privilege and power have not ensued. In order to gain a better understanding of women's experiences within community psychology and to conduct action research for the benefit of women, dangerous discussions of privilege around issues of race, class, sexual orientation, and disabilities are long overdue.

**Action**

Embracing diversity will not be accomplished though dangerous discussion alone. Accountability to oppressed groups will require action. To understand the experiences of those who are unlike us, we must make a commitment to learn about those experiences. Further, we must move beyond a position of support for those who are oppressed, and commit to examining and deconstructing our own biases and prejudices in regard to class, race, sexual orientation, and disabilities. This will require a strategy of action.

A fundamental first step in learning about diversity is to make a personal commitment to make diversity a salient focus of our lives. We must remember that we do not have the right to ask others to teach us, or demand that others teach us, about perspectives that are different from our own. Instead, we can make a commitment to take every opportunity that is presented to us to transcend our limited view of the world. Some strategies include: visiting communities that are different from our own; accepting invitations to meet with people of different backgrounds; becoming an engaged listener when those of different backgrounds speak of their experiences; attending political demonstrations, university lectures, and social gatherings in support of different cultures; and creating settings where members of hegemonic groups can come together to discuss ways to stop oppressing others (e.g., what white women can do about racism; what men can do about male violence against women, how heterosexuals can confront homophobia and heterosexism; how those without disabilities can confront their able-ist beliefs and behaviors). There is plenty of work for all of us to engage in, both personally and professionally, so that we can create a psychology of social change.

We hope that the Women's Column of The Community Psychologist can provide an outlet for these discussions and become a forum for visibility within SCRA. We encourage submissions to the Women's Column that will contribute to the diversity of perspectives among women and will encourage continued dangerous dialogue and action.

References


Congratulations...

1998 SCRA
DISTINGUISHED CONTRIBUTION AWARDS

Distinguished Contributions to Practice in Community Psychology
Vivian Barnett Brown
Prototypes, A center for innovation in health, mental health and social services

Distinguished Contributions to Theory and Research in Community Psychology
N. Dickon Reppucci
Department of Psychology
University of Virginia

ANNOUNCEMENTS

1998 APA Convention Program Preview
San Francisco, CA

SCRA will have 4-5 hours of programming on EACH day of the meeting.

SCRA convention hotel: Palace Hotel (2 New Montgomery St.; that's where most of our programming will take place. Note, all poster sessions will be in the Moscone Convention Center.

SCRA President's address, business meeting, and a social hour will be scheduled on Sunday.

Jim Kelly's Distinguished Contribution to Psychology in the Public Interest Award address is scheduled for 2:00-2:50 on Saturday.

FYI, the 24th International Congress of Applied Psychology, will take place at the SF Hilton Hotel from August 9-14. Therefore, if you are particularly interested in international issues, you can expect to find more of that programming scheduled early in the meeting.

For students-- members of APAGS who are first author on a symposium presentation or a poster/paper can have their advance registration fee waived. The program chair will submit names to APA

Andrea Solarz
SCRA/Div. 27 Program Chair
asolarz@nas.edu

Lifetime Achievement Award
George W. Albee, Professor Emeritus of Psychology, University of Vermont and Courtesy Professor at the Florida Mental Health Institute was given the Lifetime Achievement Award by the American Association of Applied and Preventive Psychology at its annual meeting in Washington, DC, May 24, 1997. Albee was keynote speaker at the meeting. His talk "Selling Our Souls to the Devil" warned about psychology's uncritical acceptance of the medical-disease model of mental disorders, and the dangers of the search for prescription privileges for psychologists.

First CALL FOR PAPERS:
7th Australia-Aotearoa/New Zealand Community Psychology Conference, Kirikiriroa/Hamilton, New Zealand. 2-5 July, 1998
THEME: Global perspectives: Local actions. The 1998 conference of Australian and New Zealand community psychologists will focus on the process of globalisation and the implications for indigenous peoples, for workers, for the provision of social services, and for protection of the natural environment. In particular, we want to provide an opportunity for students, practitioners and teachers in community psychology to come together and
1. To build and strengthen community psychology networks throughout Australia, Aotearoa and the South Pacific.
2. To strengthen indigenous and cultural perspectives in community psychology.
3. To increase awareness of global forces and their impact on indigenous and local communities.
4. To share and celebrate the work of practitioners, students and teachers of community psychology.
5. To develop strategies for working effectively as community psychologists in the next millennium.

The Community Psychologist, Volume 31, Number 1, February 1998 33
6. To have fun.

PRE-CONFERENCE WORKSHOPS
Associated with the conference (on Thursday, 2nd July) there will be day-long series of workshops led by experienced community psychologists and other presenters on proposal writing, working with the media, marketing our skills, presentation skills, and business planning. This day will be a significant opportunity for professional development. The workshops should appeal to both students and practitioners in community psychology - and related disciplines.

CONFERENCE FORMAT
The conference proper will open on the Thursday evening (2nd July). It will include:
- A forum for indigenous peoples - and a parallel session for settler peoples.
- Formal paper presentations (20-30 minutes).
- Poster paper presentations - with followup discussion groups.
- Workshops (60 minutes).

Our aim is to make the conference as informal, friendly and interactive as possible. We encourage presenters to pay as much attention to process as to content.

STUDENT PRESENTATIONS
We are particularly keen to encourage student participation in the conference. There will be an award of $200 for the best presentation. A reduced student registration fee will be available. For students outside Hamilton, billeted accommodation will be available to further reduce the cost.

OTHER EVENTS
Two other events you may wish to include in your itinerary are:
(1) International First Nations Indigenous Adult Education Conference: to be held 24th-28th June, also in Kiritiri/ Wai. For more information contact: Nora Rameka, Centre for Continuing Education, University of Waikato, norameka@waikato.ac.nz

(2) Te Oru Rangahau, Maori Research and Development

CALL-FOR-PAPERS Special Issue of AJCP:
"Conceptual and Epistemological Aspects in Community Social Psychology". This special issue is intended to deal with the critique and discussion of concepts widely used in community psychology, often assumed as clear, or as the natural way to define certain phenomena. At the same time, we wish to open a discussion about the way knowledge is being constructed within the field.

Articles about these matters should not only focus the topic from a theoretical perspective, but also establish links with practices illustrating how, both levels interact enriching and questioning each other. Submit papers by July 31, 1998 to Maritza Montero, Apdo 80394 Prados del Este, Caracas 1080-A, Venezuela. Fax: 58-2-753-2314. Email: mmontoro@reacciun.ve

CONFERENCE: to be held at Massey University in Palmerston North, 7th - 9th July. For more information contact: Eljon Fitzgerald, Department of Maori Studies, Massey University, Palmerston North, Ph 00 64 6 356 9099, Fax 0064 6 350 5634.

IMPORTANT DATES
January 1998 - Final call for papers issued.
31st March - Deadline for submission of proposals for papers and workshops.
31st May - Deadline for registrations. (Late registrations will attract an additional fee.)
2nd July - Pre-conference workshops.
2nd July (evening) - Conference proper begins.

Professor of Education & Social Policy - Northwestern University
The School of Education and Social Policy and Institute for Policy Research at Northwestern University are conducting a search for a Professor of Child Development and Public Policy. We seek a highly qualified candidate who can contribute to the research and teaching mission of the school and the policy research mission of the Institute. We seek a person with expertise in child development as it relates to the issues of family, poverty and welfare reform, education and/or the urban environment. An outstanding record of externally-funded research and an interest in undergraduate as well as graduate teaching are essential. Candidates will be affiliated with the Human Development and Social Policy Graduate Program. Formerly known as the Center for Urban Affairs and Policy Research, the Institute for Policy Research is the locus on campus for policy-relevant social science research and is home to 25 faculty fellows from eight of the University's ten schools. Northwestern is located in an attractive lakefront community adjacent to Chicago. Please mail a statement or research and training interests, vita, representative reprints, and three letters of reference to Greg J. Duncan, Search Committee Chair, School of Education and Social Policy, Northwestern University, 2115 North Campus Drive, Evanston, IL 60208. In order to ensure full consideration, all application materials must be received by Feb. 15, 1998. Minorities and women are strongly encouraged to apply. Northwestern University is an Equal Opportunity, Affirmative Action employer.
University Of Wisconsin Madison - Faculty Position in Youth Development

Tenure-track, open professorial rank (Assistant to Full Professor), faculty position in youth development. This is a 12-month integrated appointment (25% Resident and 75% Cooperative Extension/4-H Youth Development) in the Department of Child and Families Studies in the School of Human Ecology. RESPONSIBILITIES: Maintain an active research and outreach program in an area of youth development; provide leadership in the development, implementation and evaluation of programs aimed at youth in middle childhood to adolescence; work with UW-Extension personnel designing community youth development programs and local applied research projects; collaborate with groups and agencies outside the university setting; supervise master's and doctoral level students; and contribute to the governance of the department and the university. The position requires teaching one course per year, and a second course during summer session on alternating years. Successful candidates will be expected to integrate their extension youth development work with their research program. QUALIFICATIONS: A Doctorate in Human Development and Family Studies, Sociology, Psychology, Education, or a related field; evidence of a strong research agenda focused on the developmental period(s) of middle childhood or adolescence; and professional experience in community-based youth programs. Experience in program development/evaluation and demonstrated ability to attract external funds is desirable. Areas of expertise might include one or more of the following: youth at risk, marginalized youth, ethnic minority youth, youth issues programming, resiliency, stress and coping, youth-adult relationships, prevention/intervention programs, evaluation, violence, community mobilization, risk taking behavior, or youth leadership. DEADLINE: March 30, 1998.

SALARY: Commensurate with experience and rank. UW COOPERATIVE EXTENSION/4-H YOUTH DEVELOPMENT programs involve 170,000 Wisconsin youth in educational, citizenship, and leadership experiences in community clubs, schools, neighborhood centers, zoos, parks, and other youth settings. These programs are developed by campus and field based Extension personnel, and delivered through a statewide network of 100 Extension 4-H Youth Development faculty and staff, and 25,000 adult volunteers, or through collaborations with community and state organizations. In addition to these youth programs, County Extension personnel serve as locally-based technical resources in youth development, and as members of various youth-focused community coalitions. A core element of all of these 4-H Youth Development activities is the integration of university research with community resources. 4-H Youth Development is one of four Cooperative Extension program areas. The others are Agriculture, Family Living, and Community-Natural Resource-Economic Development.

THE DEPARTMENT: Child and Family Studies (CFS) provides outstanding undergraduate, masters and doctoral-level education in family studies and human development across the life span. Ranked among the top ten programs of its kind, CFS offers an interdisciplinary approach to family relationships, child and adolescent development, early childhood education, adult development and aging, as well as child and family intervention, prevention, and policy studies. The program is served by a faculty of fourteen, three of whom hold integrated appointments with UW-Extension. Departmental resources for training and research include a Preschool Laboratory School and a Family Interaction Laboratory. Course offerings include family relationships, family process, diversity, and life span human development. Theory and methodology are also emphasized. All of the faculty are professionally active with strong records of national and international scholarship. Faculty conduct basic research to understand families and their members and applied research and outreach to enhance individual and family life. Note, however, that the department does not have a clinical component.

THE UNIVERSITY: The University of Wisconsin has long been recognized throughout the world as one of the great universities. It is ranked consistently among the ten best graduate universities in the United States and in the top five of the nation's universities in research and development funding. 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 the campus: Poverty Institute, LaFollette Institute of Public Affairs, Wisconsin Center for Educational Research, Center for Health Policy and Program Evaluation, Center for Addiction Research and Education, Waisman Center on Mental Retardation and Human Development and The Women's Center. The University has extensive computerized library holdings and facilities and outstanding computer resources.

THE CITY: Madison has a population of 200,814 and is a thriving Midwestern city, built upon its twin foundations as state capital and home of the University of Wisconsin, one of the most beautiful campuses in the country. Consistently ranked among the nation's "most livable" cities and as the "1996 best place to live in America" by Money Magazine, the city is built around four lakes. Its hilly terrain and scattered parks and woodlands imbue the urban setting with natural beauty and a friendly atmosphere. The city's quality of life also is evident in its rich cultural and recreational offerings, which range from music and live theater to street festivals, amateur sports, and one of the nation's most extensive systems of bicycling paths.

APPLICATION: Please submit a statement of interest, curriculum
Assistant Director/Survey Methodologist, University of Northern Iowa Center for Social and Behavioral Research. Ph.D. or equivalent in social science discipline required. Excellent quantitative research method skills, strong communication and interpersonal skills. 3 years of research experience and 2 years of supervisory experience preferred. Apply by March 15, 1998 for full consideration. Send detailed letter of application, vita, names of three references and examples of professional work to Gene Lutz, Director, CSBR, University of Northern Iowa, Cedar Falls, IA 50614-0402.

Department of Psychology, University of Cincinnati, invites applications for three tenure track faculty positions. We expect to hire at the level of Assistant or Associate Professor. We are seeking colleagues with established or especially promising records of graduate & undergraduate teaching and scholarship, including the demonstrated ability or clear promise for securing external funding. Our doctoral program is concentrated within three broad research foci: Health & Social Behavior, Neuropsychology, and Human Factors. In the area of Health Psychology, we are particularly interested in candidates whose interests will complement our strengths in substance abuse, stress, and coping. We are open to candidates with strong research programs in any area of Health & Social Behavior. In Neuropsychology, we are looking for someone who complements our existing strengths in the following (experimental or clinical) neuropsychological domains: neuropsychiatric disorders, neuroimaging, epilepsy, patient violence, aging and the dementias. In the area of Human Factors, we are willing to consider applicants with any research specialization within human factors (broadly defined), including but not limited to cognitive, perceptual, or motor, ecological or information - processing, applied or basic. Possibilities include: ecological approaches to human-machine systems, human computer interaction, human performance, visual performance, visual and auditory display design, training, safety, stress & fatigue, medical systems, human factors & health, and automation. Well-developed relationships with the UC Medical School, Children's Hospital, the Armstrong Laboratory at Wright-Patterson Air Force Base and other local and regional institutions and universities provide access to a wide variety of subject populations and collaborative research opportunities. Please send a vitae, copies of representative publications, a letter of interest, and a list of references to: Faculty Search Committee, Department of Psychology, ML 376, University of Cincinnati, Cincinnati, OH 45221-0376. Informal e-mail inquiries are encouraged and should be directed to the Department Head, Robert Stutz, at rbreda.stutz@uc.edu. Review of applications will begin immediately and will continue until the positions are filled. The University of Cincinnati is an Equal Opportunity Affirmative Action Employer and especially encourages applications from women and minority candidates.

Rural Community and Economic Development Specialist. The Research and Training Center on Rural Rehabilitation Services (RTC: Rural) is recruiting for a new position that will focus on exploring the connection between rural community, economic development, and issues of relevance to people with disabilities living in rural America. The successful candidate will be responsible for developing, conducting, and evaluating research and training activities with rehabilitation, disability service providers, and community development organizations. Current projects include an examination of self-employment by people with disabilities, linkages between rehabilitation service agencies and rural economic development programs, rural community leadership by people with disabilities, and rural transportation for people with disabilities. The successful candidate will develop new lines of research, demonstration, and training in related areas.

RTC: Rural is a national center housed under the Rural Institute on Disabilities, at the University of Montana. We conduct national research in rural employment and economic development, rural health, rural community development and independent living, and rural telecommunications. In addition, our dissemination program is nationally recognized. AA/EEO

Relevant training includes community development, economic development, rural sociology, applied anthropology, extension services, community psychology, or other related disciplines. A.B.D., Ph.D., or terminal degree preferred. Relevant knowledge, skills, and experiences include human services, economic development, disability and rehabilitation, grant writing, and research design. Applications accepted until position filled. Salary dependent on experience and qualifications. To request an application package, contact Maryann Hubbard at 52 Corbin Hall, the University of Montana, Missoula, MT 59812.
the assistant professor level to begin Sept. 1998. The Institute and the University have a strong commitment to achieving diversity among faculty, staff and students. We are especially interested in receiving applications from members of underrepresented groups and particularly encourage persons of color and women to apply. Min. qualifications include a) Psy.D./Ph.D./Ed.D from an APA-approved clinical or community program, including an APA-approved internship, b) licensed to practice psychology or at least one year of post-doctoral supervised experience (with expectation of licensure in PA), c) a major interest in teaching and clinical supervision of doctoral-level students and d) indications of strong scholarly/research interests. Applicants should have a focus in one or more of the following: measurement, the bases and uses of self-report measures (e.g. MMPI-II), assessment of validated treatments, ethnic and cultural aspects of psychological practice, consultation, program evaluation, substance abuse. Candidates should be prepared to teach and supervise doctoral-level students in APA-approved Psy.D. program. Widener University is located in Chester PA, adjacent to US 95, 20 minutes from center city Philadelphia. The Institute for Graduate Clinical Psychology is a unit of Widener’s School of Human Service Professions and is now the oldest APA-accredited Doctor of Psychology (Psy.D) program in the nation. Applicants should send letter of application, statement of professional experience, teaching and scholarly interests, curriculum vita, reprints/manuscripts and 3 letters of recommendation to: Frank Masterpasqua, Ph.D. Search Committee, Institute for Graduate Clinical Psychology, One University Place, Widener University, Chester, PA 19013.

Post-Doctoral Research Associate Applications are invited for a postdoctoral position to begin immediately on an NIMH-funded longitudinal study of the role of self-esteem in child and adolescent adjustment. The research consists of a two-year, four-wave study of self-esteem and its psychological, ecological, and adaptive correlates among two cohorts of pre-adolescent and early adolescent youth. Using a broad psychosocial model of youth self-esteem as a conceptual framework, the research is examining (a) ecological influences (i.e., school, peers, family) on the self-esteem of older children and young adolescents; (b) possible effects of self-esteem on youth adjustment outcomes, including depression and health-risk behaviors (e.g., substance use); and (c) the identification and prediction of differing longitudinal trajectories of change in self-esteem during the transition from childhood to adolescence. Findings subsequently will be used to inform the design of a preventive intervention to enhance self-esteem and reduce rates of disorder among preadolescent and early adolescent youth. The postdoctoral research associate will be responsible for coordinating all aspects of data collection for the longitudinal study and will have the opportunity to co-author papers resulting from the research. A recent PhD is sought with expertise in field research methods and interests relating to developmental self-system processes and their implications for preventive intervention. Applicants should submit a vita and three letters of reference to the project PI: David DuBois, Ph.D., 210 McAlester Hall, Department of Psychology, University of Missouri, Columbia, MO 65211. Applicants are encouraged to have relevant materials sent by fax rather than regular mail (fax: 573-882-7710). Inquiries are welcome via either e-mail (psydavid@showme.missouri.edu) or telephone (573-882-0426).

The Institute for Graduate Clinical Psychology of Widener University invites applications for a tenure track position opening at the assistant professor level to begin Sept. 1998. The Institute and the University have a strong commitment to achieving diversity among faculty, staff and students. We are especially interested in receiving applications from members of underrepresented groups and particularly encourage persons of color and women to apply. Min. qualifications include a) Psy.D./Ph.D./Ed.D from an APA-approved clinical or community program, including an APA-approved internship, b) licensed to practice psychology or at least one year of post-doctoral supervised experience (with expectation of licensure in PA), c) a major interest in teaching and clinical supervision of doctoral-level students and d) indications of strong scholarly/research interests. Applicants should have a focus in one or more of the following: measurement, the bases and uses of self-report measures (e.g. MMPI-II), assessment of validated treatments, ethnic and cultural aspects of psychological practice, consultation, program evaluation, substance abuse. Candidates should be prepared to teach and supervise doctoral-level students in APA-approved Psy.D. program. Widener University is located in Chester PA, adjacent to US 95, 20 minutes from center city Philadelphia. The Institute for Graduate Clinical Psychology is a unit of Widener’s School of Human Service Professions and is now the oldest APA-accredited Doctor of Psychology (Psy.D) program in the nation. Applicants should send letter of application, statement of professional experience, teaching and scholarly interests, curriculum vita, reprints/manuscripts and 3 letters of recommendation to: Frank Masterpasqua, Ph.D. Search Committee, Institute for Graduate Clinical Psychology, One University Place, Widener University, Chester, PA 19013.

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Assistant Professor. The Department of Health Behavior and Health Education, School of Public Health, University of North Carolina at Chapel Hill seeks applications for the tenure-track position of assistant professor. We are seeking faculty who will contribute to the department's overall teaching, research and service programs. Responsibilities will include teaching graduate level courses, advising graduate students, and conducting a research program in an area relevant to health behavior and health education. Requirements include: an earned doctorate in health behavior and health education or in a behavioral, social, or policy science; a career commitment to the practice of health behavior and health education; experience in graduate level teaching; potential to conduct funded research; an a promise of scholarly contribution to health behavior and health education. Applications will be reviewed until the position is filled. For further information, contact Brenda DeVellis, Professor and Committee Chair, Department of Health Behavior and Health Education, School of Public Health, University of North Carolina, Room 302 Rosenau Hall, CB#7400, Chapel Hill, NC 27599-7400; (919) 966-3908, email bdevellis@sph.unc.edu. The University of North Carolina is an Equal Opportunity, Affirmative Action Employer.

The Behavioral Intervention Research Branch, Division of HIV/AIDS Prevention, National Center for HIV, STD and TB Prevention, Centers for Disease Control and Prevention in Atlanta, GA anticipates announcement of at least one doctoral level position at the GS-13 level. The Branch comprises 30 professionals, and has ongoing projects involving mounting and evaluating interventions to prevent HIV infection, developing and refining relevant research methods, synthesizing research findings, and transferring prevention technology. Researchers in this branch are directly involved in the design and implementation of research, as well as in the analysis and publication of findings. In many cases, we work with academic and community partners through contracts and cooperative agreements.

Individuals who have conducted research on structural topics, public policy, community issues, and/or HIV or other disease prevention or health promotion topics are encouraged to apply. We will be seeking candidates with excellent conceptual and methodological skills, as evidenced by research experience and by professional presentations and publications.

Positions at CDC are announced by our Human Resources Management Offices (HRMO). A taped description of all open positions is available on the CDC Job Hotline (1-888-CDC-HIRE) is updated every Wednesday. Some of the positions are also described on the CDC website [http://www.cdc.gov]. Application forms are lengthy; it may be useful to request a description of another job in order to obtain a sample of usual application procedures and to compile necessary materials in advance. The application period averages only 30-60 days from the date of a job announcement, and specified closing dates are firm. Responses to questions about Knowledge, Skills, and Abilities (KSA's) are required. These should be very thorough and clearly related to stated job requirements even to the lay reader. Dated, signed receipts for mailed materials recommended.

Position for a Behavioral Scientist in the Washington, D.C. area who has experience with the evaluation of community based organizations (CBOs) that focus on HIV/STD issues. The individual should have experience with process, outcome, and impact evaluation as well as the conduct of organizational and community ecological assessments. Interested scientists need also have experience with network analysis as it relates to the behavior of CBOs in the community. Additionally, in the conduct of evaluations, those interested should have experience with qualitative and quantitative data. This is related to a three year study which is an excellent professional opportunity. Resumes can be sent to: Conwal, Inc., 6858 Old Dominion Drive, Suite 200 McLean, VA 22101 Attn: John Sheridan

Boys & Girls Clubs Of Greater Kansas City
Director of Evaluation and Grants Management. GENERAL FUNCTION: Under the Direct Supervision of the Director of Resource Development, the Direct or of Evaluation and Grants Management designs and manages all agency outcomes evaluations. In addition, the Director is responsible for investigating and making application for government grant opportunities and the management of these grants once they have been procured.
PRIMARY JOB RESPONSIBILITIES

Evaluation: Design and implement all agency evaluations; especially those focusing on youth outcomes measures. This includes both special project evaluations as well as developing and managing the annual evaluation of key agency goals and outcomes. This may include: development of outcomes measurement tools, hiring and training of evaluation staff, management of data collection process, including the design of agency databases, data analysis, report writing, making professional presentations and preparing articles for publication.

Grant Writing: Investigate the opportunity to apply for government funding and write all government grant applications. This includes local, state and federal grants.

Grant Management: With respect to government grants, the Director of Evaluation and Grant Management provides a staff orientation of all new government grants, monitors and informs both program and fiscal staff of upcoming reports, including monthly, quarterly and final reports.

QUALIFICATIONS: Must have a master's degree with extensive experience in conducting research and grant writing. A Ph.D. in a field related to human services and/or youth development and management experience in a non-profit organization is preferred. Must have strong organizational and analytical skills as well as strong written and oral communication skills.

Competitive salary commensurate with experience.

Contact: Lisa Gessen, Director of Resource Development, Boys & Girls Clubs of Greater Kansas City, 6301 Rockhill Road, Kansas City, MO 64131

Join SCRA's Email (listserv) Network:

Receive updates on current events and post messages to all SCRA members signed on the list. The list is a forum for discussions within the Society, and all members are encouraged to sign-on and participate.

To become connected:
1) Send an Email message to: LISTSERV@LISTSERV.UIC.EDU.
2) In the body of the message, type: SUBSCRIBE SCRA-L followed by your first and last name with a single space between each word. For example, John Doe could join the list by typing: SUBSCRIBE SCRA-L JOHN DOE.

Within 24-hours, you should get a message back from listserv stating that you have been added to the SCRA-L list. If there was any problem, it will instead inform you of the problem.

An introduction to LISTSERV is available! Once logged on to the list, you can get an introduction to LISTSERV documents with two steps:
1) Send an Email message to: LISTSERV@LISTSERV.UIC.EDU.
2) In the body of the message, type: GET LISTSERV REFCARD.
A file (LISTSERV REFCARD) will be sent to you which gives a general introduction to LISTSERV commands and their usage.

Sending group messages to SCRA members.
1) Email your message to: SCRA-L@LISTSERV.UIC.EDU.
2) Type and send your message in your normal manner. The message will be forwarded to all signed-on members!

Questions or problems? Send an Email message to L. Sean Azelton@uic.edu.
<table>
<thead>
<tr>
<th><strong>Aging</strong></th>
<th>This interest group focuses on the productive role of aging in the community and the prevention of mental health problems in the elderly. For information contact Margaret Hastings at 708-256-4844 or Ann Steffen at 314-516-5382, Email: <a href="mailto:sasteff@admiral.umsl.edu">sasteff@admiral.umsl.edu</a></th>
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<tbody>
<tr>
<td><strong>Disabilities</strong></td>
<td>This 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. For information contact Glen White at 913-864-4840, Email: <a href="mailto:glen@kunhub.cc.ukans.edu">glen@kunhub.cc.ukans.edu</a></td>
</tr>
<tr>
<td><strong>Community Action</strong></td>
<td>The Community Action interest group explores the roles and contributions of people working in applied community psychology settings. For information contact Doug Perkins, Email: <a href="mailto:doug.perkins@fcs.utah.edu">doug.perkins@fcs.utah.edu</a></td>
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<tr>
<td><strong>Children and Youth</strong></td>
<td>This 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. For more information contact Mark Aber at 217-333-6999, Email: <a href="mailto:haber@s.psych.uiuc.edu">haber@s.psych.uiuc.edu</a></td>
</tr>
<tr>
<td><strong>Community Health</strong></td>
<td>This interest group focuses on health promotion, disease prevention, and health care service delivery issues as they relate to the community. For more information contact Toshi Sasao, 714-824-6567, Email: <a href="mailto:sasac@uci.edu">sasac@uci.edu</a></td>
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<tr>
<td><strong>Committee on Cultural and Racial Affairs</strong></td>
<td>This committee is charged with the task of advising the Executive Committee on issues both internal and external to the Society that are relevant to culture and race. Current chair is Shelly Harrell, 818-284-2777 x3038, Email: <a href="mailto:sharrel@mail.cspp.edu">sharrel@mail.cspp.edu</a></td>
</tr>
<tr>
<td><strong>Committee on Women</strong></td>
<td>Standing committee charged to advise the Executive Committee on issues relevant to women in community psychology. Current chair is Kelly Hazel, Email: <a href="mailto:tkkh@ual.edu">tkkh@ual.edu</a></td>
</tr>
<tr>
<td><strong>Self Help / Mutual Support</strong></td>
<td>This 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. For more information contact Mellon Kennedy at 816-561-9740 or Email: <a href="mailto:mellenken@atol.com">mellenken@atol.com</a></td>
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<tr>
<td><strong>Rural</strong></td>
<td>The Rural interest group is devoted to highlighting issues of rural environment that are important in psychological research, service, and teaching. For information contact Michael Blank at 804-979-8372 or Email: <a href="mailto:mbb4m@virginia.edu">mbb4m@virginia.edu</a></td>
</tr>
<tr>
<td><strong>Stress and Coping</strong></td>
<td>This interest group aims to preserve the Society's ties to an historically important area of research and to facilitate communication among researchers in this area and with other community psychologists. For information, contact Fran H. Norris at 404-651-1610.</td>
</tr>
<tr>
<td><strong>Undergraduate Awareness</strong></td>
<td>The aim of this interest group is to promote awareness of community psychology among undergraduate students and to increase student involvement in community psychology. For more information contact Kim Kobus at 312-996-3036 or Email: <a href="mailto:tk603642@uicvm.uic.edu">tk603642@uicvm.uic.edu</a></td>
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<tr>
<td><strong>Prevention and Promotion</strong></td>
<td>This 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. Current chair is John Peterson, 404-651-1148, <a href="mailto:jpeterson@gsu.edu">jpeterson@gsu.edu</a></td>
</tr>
<tr>
<td><strong>School Intervention</strong></td>
<td>This interest group addresses theories, methods knowledge base, and setting factors pertaining to prevention and health promotion in schools. For more information contact Joseph Zins (513-556-3341, Email - <a href="mailto:joseph.zins@uc.edu">joseph.zins@uc.edu</a>) or Marsha Kline (203-789-7645).</td>
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Membership Action Column

Membership Chair:
Maurice J. Elias
E-mail: HPUSY@AOL.COM
Fax: 732-445-0036

Introduction:
Over the past few weeks, I have been encouraging SCRA'ers who are holding SCRA-related conferences or meeting, or meeting related to SCRA interest areas, such as prevention, school interventions, social support, international issues, and the like, to shamelessly promote SCRA. I have sent out, and have available by request, a two-page black and white, xerographic membership flyer and application form that is easily copied and distributed.

I also have nicely printed membership brochures for those who are interested. As we show our colleagues (and ourselves!) the ways in which SCRA links with our interests, we make SCRA more salient and increase the likelihood of attracting new members and of strengthening the commitment of those already in the fold.

To illustrate how community psychology find application in a variety of applied contexts, and can enhance a variety of traditionally defined jobs, I asked John Kalafat, of the Graduate School of Applied and Professional Psychology at Rutgers, to share with us his experiences in putting community psychology into his practice. Those wishing to follow up with John, especially students who would like contact with Dr. Inspiration, can reach him at kalafat@rci.rutgers.edu. You may find yourself wanting to copy his article to give it to selected others. Don't resist that impulse. Those of you interested in providing a similar description of your experiences, don't resist that impulse, either. Please contact me!

Why I Am a Community Psychologist

John Kalafat, Ph.D.

For those who might be considering the practice of community psychology, concerns may be aroused by suggestions that the practice of community psychology is not well enough developed to provide a secure employment option (ChavIs, 1993; Weissberg, 1992). Or, to put it another way, who will buy community psychology? In raising this issue in the July, 1997 issue of The Community Psychologist, David Julian noted that it is important to consider the places where applied community psychologists might ply their trade.

As someone who has been a practicing community psychologist for over twenty-five years, I would like to provide some examples of where community psychologists might practice. I became a community psychologist because my mentor, Bernie Bloom, suggested that I could substantially increase the impact of my interventions by applying such community psychology principles as empowerment and systemic approaches, rather than individually based approaches.

I have held a variety of applied positions, and no one was buying community psychology per se in any of these settings. My central point is that in each of these positions, it was not particularly relevant to my superiors, staff, or constituents that I was a psychologist, much less a community psychologist. Yet I was a community psychologist in that my interventions were consistently informed by community psychology constructs.

In each setting, I offered something that people would buy- in my case, a consultation or training program that addressed a felt need. Once my credibility with the organization or community was established, I sought ways of collaborating with and empowering others to enhance the functioning of the organization or community in some way. Let me illustrate this process with specific examples that involve just the constructs of empowerment and systemic approaches.

**Director of a Regional Crisis and Referral Center.** Beyond providing crisis response services, we elected not to compete with other agencies for clients. Instead, we became what Emory Cowen called a community quarterback by promoting service integration for clients served by multiple agencies. We worked with police and other emergency service personnel to develop a coordinated community crisis response procedure. We empowered the paraprofessional staff to run the agency rather than let it be identified with any professional founders, and we suspect that this shared ownership contributed to the fact that the agency has provided 28 years of uninterrupted service under a number of directors.

**Director of a University Counseling Center.** The traditional waiting mode response services were complemented by efforts to support the university's goal of increasing student retention. Research had shown that most students dropped out in their first year, and that many cited the lack of a sense of community as a contributing factor. Student-run orientation groups were expanded to year-long support groups. As part of an effort to enhance the supportive climate of the campus, the counseling center became the central clearinghouse for the selection and training (by undergraduate and graduate student trainers) of resident assistants, tutors, Upward Bound and Economic Opportunity counselors, and, eventually, faculty advisors. These training programs served as entry for promoting a campus emergency response procedure, and greater communication and coordination among campus services.
Director of a CMHC Department of Consultation and Education. One program was a school-based adolescent suicide prevention program. It gradually became apparent that the most promising prevention strategy was to address the supportive climate of schools by enhancing the psychological, cultural, and temporal accessibility of school-based adults. This initiative was facilitated by student focus groups that provided concrete suggestions for changes in adult behaviors and roles, as well as school schedules. In addition to peer leadership, other efforts to increase students' involvement and bonding with the school are promising. Also, procedures were developed that increased communication between the CMHC and schools to ensure the coordinated school return of students who had been hospitalized for suicidal behavior.

Director of Education and Organizational Consultation of a Medical Center. After conducting management training and coaching, my staff and I initiated a Total Quality Management program. TQM is a program that emphasizes that all departments, vendors, and customers are one interdependent system. That system is made up of many work processes that are best improved and maintained by teams of empowered employees. The organizational structure becomes an inverted pyramid in which the CEO supports managers, who support workers, who serve the customers, who define service quality. Over a five year period, teams of managers and employees instituted a number of changes in work processes that resulted in significant savings and the achievement of the goal of becoming ranked in the top 5% of medical centers rated by the Joint Commission of the Accreditation of Healthcare Organizations.

In each of these settings, a systems-level, strengths-oriented perspective had a greater impact than a person-centered, deficit- or skills-only focus would have had. Through the systematic application of community psychology principles, I have been able to bring to the problem solving tasks of my settings a different, and often valuable and valued, perspective.

I am a Community Psychologist, and You Can Be One, Too. I am a community psychologist, and have been so in a wide variety of contexts. SCRA has been my support system in settings where there were few or no other community psychologists, and it can be yours, as well.
SCRA Membership Application

Name: ____________________________________________

Preferred Mailing Address: ____________________________________________

_____________________________________________________________________

E-mail Address (Internet) ____________________________________________

Telephone ______________________ FAX __________________

I wish to join the SCRA as a
In the APA I am a

☐ Member ☐ Student

☐ Fellow ☐ Member ☐ Associate ☐ Student ☐ Not a Member

Indicate any Interest Groups you want to be listed with:

☐ Undergraduate Awareness ☐ Rural

☐ Aging ☐ Applied Settings ☐ Children and Youth ☐ Community Health ☐ School Intervention

☐ Disabilities ☐ Prevention & Promotion ☐ Self Help and Mutual Support ☐ Stress and Coping

Applicant's: __________________________ Faculty Sponsor __________________________

Signatures ____________________ if applying for Student membership

________ Check here if you do NOT want to be listed in the SCRA Membership Directory.

Enclose a check or money order in US funds payable to "Society for Community Research and Action" for annual dues:

- Members $35.00;
- Students $18.00

Mail to Jean Rhodes, SCRA Treasurer, Department of Psychology, University of Illinois, 603 East Daniel Street, Champaign, Illinois 61820

CONSIDER A TAX DEDUCTIBLE CONTRIBUTION TO SCRA

Please consider a tax deductible contribution to support Community Research and Action:

Sponsor an International Member:
Your contribution of $35 will support membership of an international colleague whose membership is prohibited because of financial constraints

Make a financial contribution to an award fund:
Harry V. McNeil Award for Innovation in Community Mental Health
SCRA Awards Fund
SCRA Dissertation Award
Ethnic-Minority Mentoring Award

Send your contribution indicating fund preference to: Jean Rhodes, SCRA Treasurer, Department of Psychology, University of Illinois, 603 East Daniel St., Champaign, IL 61820.