From the President
Jean Hill
New Mexico Highlands University

Defining Community Psychology
Today I was in an online meeting with several SCRA members and representatives of the organization that will be designing our new website. It was our kick-off meeting, the one that is supposed to set the vision for the project. It was going well, and then a member of the design team asked the inevitable question, “What is community psychology?”

There was silence, and then laughter as the community psychologists on the call debated who should take a stab at answering the question. “What is community psychology?”

While we talk about the need to increase public awareness of the term community psychology, in reality we have done little to achieve this. For a society based upon research and action it seems rather remarkable that we have no research on the public perception of community psychology and have taken few actions to impact that perception.

Achieving greater recognition of the field is not just a matter of advancing our professional identities. Currently when we engage in discussions of societal problems many of our cultures still focus on problem definitions based on individual and familial pathology. In many cases the conversations begin with this assumption in place, with no space in the discussion for alternative conceptualizations. This definition of the problem then severely constrains the class of solutions considered. These unspoken constraints on the conversation are widely understood, and bemoaned, in the field. But, somewhat ironically, our attempts to remove those constraints are often individually based, centering on providing consultants with skills to change the focus of these conversations. While we, as individuals, can document significant success in this area with organizations and communities, as a field we have had little success in changing the conversation at a societal level. Increasing the name recognition of our field might be one way to achieve that success. Imagine those conversations regarding societal problems, in multiple settings across a country, where someone regularly asks the question, “What might a community psychology perspective on this issue look like?”

That term, community psychology, could become widely used shorthand for everything we know the field to encompass, which is actually how we already use the phrase. Imagine if a significant proportion of community leaders, policy makers, and citizens understood that shorthand and regularly used it? That could have the potential to change the conversation.

SCRA is starting to address this issue in multiple ways. We supported the development of The Global Journal of Community Psychology Practice, and continue to work to increase the visibility of AJCP. But journals, even e-journals such as the Global Journal, are geared toward a relatively small audience of professionals. Reaching a broader audience is going to require different methods. In the past few years we have increased the number of community psychologists nominated...
for APA boards and commissions, identified opportunities to have community psychology included in introductory psychology textbooks, began a contest to encourage the development of videos related to community psychology, began developing and releasing policy statements, and took a leadership role in developing interagency collaborative efforts on issues relevant to our field. There are also several initiatives that are still in their infancy, perhaps the most important of which is to develop opportunities for formal training in community psychology practice competencies.

Which brings us back to our website. One of our goals for the new website is to help fulfill this need for a public face for community psychology. When visitors come to the website they should get an immediate sense of the field, through the use of taglines, pictures, stories, and videos. As they look deeper they should find ideas, tools, and research with clear implications for their communities, and people who can help them apply those ideas.

One major change in the new website will be the inclusion of an online membership directory, a section of which will be available to and searchable by the general public. SCRA members may choose to be included in the directory, listing their experience, skills and interests, so that members of the public who know they need someone with community psychology competencies can search the database to locate the person they need.

As the website develops we will be relying upon all of you to generate the content necessary to achieve these goals. Please watch the SCRA listserv for these requests, and start discussions in SCRA committees and interest groups concerning possible content. While I realize that our website alone cannot introduce community psychology to the whole world, it can be an important part of that effort.

Jean
seriously, that he advocates for interventions at the system level rather than at the level of the individual, and that the best approach to accomplishing system change is to use a collaborative process that engages the community of persons who are affected by the problems.

The book is unusual for the wide range of audiences who might find it helpful. The style is highly discursive, and thus readily accessible to undergraduate students or community activists who might be uncomfortable with the methodological detail and statistical shorthand found in our journals. Graduate students will benefit from the wealth of back-stage detail presented concerning perhaps a half-dozen major success stories in which Professor Jason played an important role, and which are mentioned multiple times throughout the book in conjunction with several of the five principles. The book subverts disciplinary boundaries; Professor Jason makes numerous connections between community psychology and other perspectives on social change, both historical and contemporary. I regard this as a reason to recommend it for graduate students because it reinforces my belief that community psychology graduate students can aspire to professional fulfillment working in a much wider range of professional settings than will be true for many of their fellow graduate students in other fields of psychology. Academic community psychologists may be assured that while this book is not a typical textbook, it has academic chops. The work of dozens of community psychologists is cited throughout and Professor Jason’s highly personal perspective in some passages is nicely balanced with reportage on social change efforts in other passages and in still others with great illustrations of the ways in which research findings can be leveraged in support of social change.

Thus, one great strength of the book is its appeal to multiple audiences, both in community psychology and in related fields. While I doubt that many people experienced in the sort of research-driven social change that Professor Jason has mastered will find any of the individual principles he articulates particularly novel or surprising, another strength of the book is in the way that he organized his exposition around these principles, giving himself ample opportunity not only to explain each in turn, but to illustrate each of them in detail. Some of the stories are of successes, some of setbacks or only partial successes, but each is put to instructional use. And even when the principle under consideration is a familiar one, Professor Jason’s narrative includes perspectives that many readers will find original. Thus, in advocating for system change, he speaks eloquently of the need for the practitioner to care about the problem that he or she is choosing to address. For some readers, this will be subversive stuff. Professor Jason doesn’t spend any time pondering whether community psychologists who are agents of social change are dispassionate in the way that instructors in Introduction to Psychology courses are wont to assure their students that researchers strive to be; he argues instead that you can and should bring your passion to bear on your work (while also illustrating time and again the importance of having good data).

Another strength: The book is a compendium of lessons in how to design research, measure social phenomena, and present the results in ways that are designed to ensure impact. Research doesn’t have to be designed to resolve theoretical questions; it may be advantageous to design a study designed to test the cor-
INTERDISCIPLINARY LINKAGES
Eric Mankowski, Portland State University
MEMBERSHIP
Chira Sabina, Penn State Harrisburg
NOMINATIONS
Patricia O’Connor, The Sage Colleges
PUBLICATIONS
Roger Mitchell, North Carolina State University
PUBLIC POLICY
Judah Viola, National Louis University
WOMEN
Pamela Mulder, Marshall University
Rebecca Volino Robinson, University of Alaska, Fairbanks
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U.S.—SOUTHEAST
Sarah Suter, Centerstone Research Institute
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INTERREGIONAL LIASONS
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Kota Tanabe, International Christian University
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Katie Thomas, Curtin University of Technology
CANADA
Liseette Brunson, University of Quebec at Montreal
Robb Travers, Wilfrid Laurier University
EUROPE/MIDDLE EAST/AFRICA
Amy Carrillo, American University of Cairo
Serdrar Degirmencioglu, Cumhuriyet University
Jose Ornelas, Instituto Universitario, LATINO AMERICA
Tesania Velazquez Castro
Pontificia Universidad Catolica del Peru
Nelson Portillo, Universidad Centroamerican (UCA)

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

CHILDREN, YOUTH & FAMILIES
The Children, Youth & Families Interest Group facilitates the interests of child and adolescent development in high risk contexts, especially the effect of urban poverty and community structures on child and family development.
Chair: Richard N. Roberts, (435) 797-3346

COMMUNITY ACTION
The Community Action Interest Group explores the roles and contributions of people working in applied community psychology settings.
Chair: Bradley Olson, (773) 325-4771
bradley.olson@nl.edu

COMMUNITY HEALTH
The Community Health Interest Group focuses on health promotion, diversity for prevention, and health care service delivery issues as they relate to the community.
Co-chairs: David Lounsbury, (415) 338-1440
dlounsbu@aacom.yu, Shannon Gwin Mitchell, (202) 719-7812
sgwinmitchell@gmail.com

DISABILITIES
The Disabilities Interest Group promotes understanding of the depth and diversity of disabilities issues in the community that are ready for research and action, and influences community psychologists’ involvement in policy and practices that enhance self determination, personal choice, and full inclusion in the community for people with disabilities.
Co-Chairs: Kendra Liljenquist, kslljen@bu.edu
Eric Stack, erinestack@gmail.com

ENVIRONMENT & JUSTICE
The Environment & Justice Interest Group is focused on research and action related to global climate change and environmental degradation. With a focus on environmental justice, particularly how environmental change affects and often perpetuates social inequality, this group explores the role community psychology can and should play in understanding these urgent changes to our ecology.
Chair: Courte Voorhees, (505) 306-7323

INDIGENOUS
The Indigenous Interest Group is hosted by the Australian, New Zealand and Pacific branch of the Society for Community Research and Action. The aims of this group are interrelated. Firstly, it wants to support SCRA members who are conducting indigenous research by providing a forum for the exchange of ideas, literature and experience. This will assist the Group’s more specific focus which is to utilize our combined resources more effectively to conduct strengths-based praxis towards raising public awareness of the plight of indigenous people and addressing the social justice issues they face in oppressive dominant societies.
Co-chairs: Brian Bishop, B.Bishop@curtin.edu.au; Lizzie Finn, lfinn@curtin.edu.au

LESBIAN, GAY, BISEXUAL, & TRANSGENDER (LGBT)
The LGBT Interest Group increases awareness of the need for community research and action related to issues that impact LGBT people, and serves as a mechanism for communication, collaboration, and support among community psychologists who are either interested in research/service/policy related to LGBT people and communities, and/or who identify as LGBT.
Co-chairs: Richard Jenkins, JenkinsR@nidd.nih.gov; Maria Valente, valent60@msu.edu

ORGANIZATION STUDIES
The Organization Studies Interest Group is a community of scholars who are interested in community psychology themes (e.g., empowerment, ecological analysis, prevention, sense of community) in organizational contexts, and in importing organization studies concepts, methods, models, and theories into community psychology.
Chair: Neil Boyd, (717) 512-3870
Boyd@lycomig.edu

PREVENTION & PROMOTION
The Prevention & Promotion Interest Group seeks to enhance development of prevention and promotion research, foster active dialogue about critical conceptual and methodological action and implementation issues, and promote rapid dissemination and discussion of new developments and findings in the field.
Co-Chairs: Monica Adams, madams8@depaul.edu; Derek Griffith, derekgm@umich.edu

RURAL
The Rural Interest Group is devoted to highlighting issues of the rural environment that are important in psychological research, service, and teaching.
Co-Chairs: Susana Helt, helms@dpd.hawaii.edu, Cécile Lardon, (909) 474-5781
clardon@uaf.edu

SCHOOL INTERVENTION
The School Intervention Interest Group addresses theories, methods, knowledge base, and setting factors pertaining to prevention and health promotion in school.
Co-Chairs: Melissa Maras, University of Missouri; Joni W. Splett, University of South Carolina School Mental Health Team

SELF-HELP/ MUTUAL SUPPORT
The Self-Help/Mutual Support Interest Group is an international organization of researchers, self-help leaders, and policy makers that promotes research and action related to self-help groups and organizations.
Chair: Louis Brown, lbd12@psu.edu
rectness of a belief that an opponent of change espouses. Anyone trained in community psychology gets enough exposure to psychological measurement to become desensitized to arbitrary metrics and to understand standardized measures of effect size. Legislators and other actors in the public arena may be suspicious of academic-sounding constructs and may not have even a rudimentary understanding of a standard deviation. In this regard, Professor Jason’s description of how effectively he was able exploit frequency counts of not just any piles of dog feces, but only fresh piles, might change the way you think about face validity. Those who were trained to emphasize publication above all will be enlightened by all the different uses that Professor Jason has made data serve, ranging from coalition building to policy advocacy.

Professor Jason has a master’s ability to link classic research in psychology to policy issues. On the one hand, I have sometimes wished that journal editors would require authors to include in their discussions at least some consideration of policy implications. On the other hand, I still shudder to recall after 30 years having read a dissertation about marital enhancement (yes, that meant better sex) and discovering in the discussion that the student was recommending that the government sponsor marital enhancement workshops. I guess what I really wish is that the average article writer had Professor Jason’s ability to be pragmatic about policy.

Against these key strengths of the book, I will note two issues. The first is almost trivial. Every chapter ends with a list of additional resources for the reader to consider. These are of an interesting variety and they will probably prove valuable for instructors. But it takes some effort to use many of them because of the complexity of URLs (e.g., www.youtube.com/watch?v=gnTJYrzIVkc). Perhaps Professor Jason could catalog these resources on a DePaul webpage, thus making them more accessible.

The second issue has to do with the usefulness of the concept of second order change. By the time I had finished the book, I was eager for an alternative. To be clear: I do not object to what Professor Jason means by second-order change, I’m simply not convinced that the concept is capable of carrying all of the freight that we have over the years been asking it to carry. The concept was first introduced in psychology by Watzlawick, Weakland, and Fish (1974) as a way of differentiating between change efforts that affect people within an unchanged system (first order change) and efforts to change the system (i.e., second order change). I have three reservations. First, if you Google “second order change” you will find a remarkable diversity in what people seem to think it means. Second, even in the original formulation there are conceptual problems. Is a system in which a participant changes the same system? Of course in a large enough system, the answer might be yes for practical purposes, but what if the system is a marriage? Or the relationship between two agencies? Third, what system is the frame of reference? I was initially excited because Professor Jason introduced the idea of top-down versus bottom-up second order change, but I was ultimately unconvinced that the distinction is useful. Admittedly, this is less a criticism of the book than a call for some fresh thinking by someone in the field about the way we describe change.

References

Special Section

SCRA Community Mini-Grants: Round One
Summary & Evaluation
Report Prepared by Sharon Hakim and Kate Landon, SCRA Practice Council; Rachel Becker-Klein, PEER Associates, Community Psychology TIG of AEA

Overview
The SCRA Community Mini-Grant was designed in 2010 by the SCRA Practice Council, and with the support of the Executive Committee, began awarding funds in the summer of 2011. The purpose of the SCRA Community Mini-Grant is to support and help catalyze small scale, time-sensitive community interventions, whether action or research based, that are consistent with the SCRA vision, mission, principles and goals. The initiative is intended to encourage the meaningful work that SCRA members are doing in their communities around the world. Awards of approximately $1,200 are available to SCRA members and their community/organizational partners; when the grant is open, funds are awarded on a rolling basis.

As of the publishing of this evaluation, the Community Mini-Grant has awarded two rounds of grants, the first which opened in the Summer of 2011, and the second which opened in the Fall of 2012. Based on what we learned by analyzing the first round of Community Mini-Grants (which are now completed) and following up with grantee communities, we are hoping to continue offering this award on an annual basis and make improvements to the process based on what we learn.

Round One Summary and Evaluation
In the first round of Community Mini-Grant Awards (2011-2012), 9 projects were funded (out of 19 total applications); the average award size was $1,247.83 with a total of $11,230.47 dispersed (see Appendix A for grant descriptions; see Appendix B for a closer look at how grant dollars were used). A breakdown of the type of project funded includes: Action-research (2), Program Implementation (6), and Capacity-building for the field (1). Populations served include: International (1), Domestic, at-risk/disadvantaged youth (3), young women and girls (2), college students (1), veterans (1), and elderly (1).

As an initiative sponsored by the Society for Community Research and Action, both grant organizers and members of the Practice Council felt it necessary to evaluate the Community Mini-Grant before renewing the grant for additional rounds of awards; aspects of both process and impact were analyzed. In order to evaluate the success of this first round of grants, and make recommendations for the future, various sources of data were examined including: initial grant applications, grantee...
evaluations, and feedback forms.

Evaluation Findings

Alignment with SCRA’s Goals.

All of the projects funded addressed at least four of the seven stated SCRA goals. Certain goals were more widely and heavily addressed than others; all the grants addressed Goal Four at a “high” or “medium” level, while Goal Five was addressed by less than half of the projects, and even then, only at a “low” level. (See Appendix C for a complete analysis on grant alignment with SCRA goals).

Time Sensitivity.

The majority of projects (5) requested funds to be used within 1-3 months of the application.

Impact of Funding.

In 7 of the 9 projects, SCRA mini-grant funds allowed significant enhancement of the program/project. In 2 of the 9 projects, the grant dollars went even further and were deemed ‘critical’ to project operation.

- Overall, 85.7% of grantees reported that the Mini-Grant Funding had a “broad impact” on their work. One grantee described it this way, “The mini-grant allowed interactive elements to be built into the project, such as cameras and printing for participants to direct research questions and methodology, food during the interviews (culturally required in Tuvalu), as well as broad dissemination of project outputs (in this case, the dissertation report).”
- Another noted the leverage that Mini-Grant Funding allowed them, “The grant was… useful in leverage for additional funding from other veteran grantors including the Illinois Department of Veteran Affairs and Disabled American Veterans Charitable Service Trust.” All but one of the grantees reported using the Mini-Grant Funding to attract small or moderate amounts of additional funding.

Project Success.

71.4% of grantees report that they met all of their initial goals for their projects. One grantee describes her project’s success, “Many great stories have been shared that will play a role in influencing future services on campus to support the diversity of survivors on campus.” Community members were “very involved” or “moderately involved” with all of these projects; and 6 out of the 9 projects have plans to continue, expand or disseminate their work.

Visibility of Community Psychology.

While 4 out of 9 projects promoted the visibility of SCRA “moderately” or “extensively” (most often cited means to this was through sharing the SCRA logo), there was not consensus about how much participants’ knowledge about the field of Community Psychology increased.

Future Recommendations

- Convene a sub-group of current Mini-Grant reviewers to reexamine the stated goals of the Mini-Grant. Decide whether or not application guidelines/processes should be revised in order to better support one or more of the stated goals. For example: To increase funding of time-sensitive projects, the available funds could be staggered throughout the calendar year (instead of offered on a rolling basis until funds run out) to attract more time-sensitive applications. To more broadly support SCRA goals, greater emphasis could be placed on attracting and/or awarding grant proposals that align with SCRA goals that have been under represented so far by Mini-Grant projects.
- Reach out to grantees halfway through their project to provide support if necessary; connect grantees with SCRA members, including members of the Practice Council, who can be resources to them throughout the implementation process. (Implemented as of 1/1/2013)
- Most of the grants applications came through SCRA members who are in academic settings (students are included in this category), not through those in community organizations or through Community Psychology Practitioners. This fact could impact the time sensitivity of the grant applications we received. It would be worth discussing this issue with Practitioner members of the Practice Council, as well as talking about opening the grant up directly to community organizations in cases where organizations could be connected with SCRA members in their geographical area for implementation.
- Provide guided support and materials to help grantees explain the field of Community Psychology to their partners/recipient communities; this will go beyond sharing just our logo and help ensure that we increase the visibility of our field in a more strategic manner.
- Continue to connect grantees and community partners with the Practice Council and SCRA as a whole through formal opportunities to share their work (e.g. Global Journal of Community Psychology Practice) and conference presentations, etc.

Conclusion

The Practice Council is proud to be able to offer the Community Mini-Grant on behalf of SCRA and its members; in its initial rounds, the grant has been successful in fueling positive changes at the community level, as highlighted by the end-of-project grantee reports we received. However, there is room for improvement and development. Future rounds of the Mini-Grant should experiment with different mechanisms to increase the time-sensitivity of projects, whether by staggering the call for applications, finding ways to connect directly with community agencies, or exploring new ways of publicizing the grant. In addition to supporting community-level initiatives, the grant is a potential mechanism for introducing new audiences, including non-profits, students, and community members, to SCRA. In order for SCRA to take advantage of this second function, two things need to happen: 1) individual grantees need to be equipped to more thoroughly share information on SCRA, and 2) a post-grant structure needs to be created that can capitalize on these new community-level connections and establish partnerships that out-last the Mini-Grant itself.
With the continued time and effort of the Practice Council, and dedicated volunteer reviewers, the Mini-Grant can grow into a significant avenue for supporting SCRA’s vision, mission, and values outside the academy.

As of this printing, the Practice Council has launched the third round of SCRA Community Grants. Building on what we learned, the process of administrating the grant has been adapted to increase the time-sensitivity of funding. Instead of accepting applications on a rolling basis until funds are depleted, the award funds have been divided throughout the calendar year; the Mini-Grant will offer 6 grants for up to $1200 from January to June, and 6 grants between July and December. Applications for funding for the second half of the grant calendar year will be accepted starting July 1st, 2013. All SCRA members and their community partners are encouraged to apply at www.scra27.org/practice.

Appendix A

SCRA Community Mini Grants – Funded Projects 2011-2012

Total Allocated Budget: $12,000  Total Dollars Awarded: $11,230.47
Total Dollars Spent: $10,430.38  Projects Funded: 9  Range of Awards: $1,030 - $1,500
Timeline: Applicants were given a funding decision in an average of 20 days (Range: 8 – 39).

| Award Number | Title                                                                 | Total Awarded | Location      | SCRA Member       | Description and Use of Mini-Grant Funds                                                                                                                                                                                                                                                                                                                                                   |
|--------------|----------------------------------------------------------------------|---------------|---------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
| 1            | Sense of Place and Sense of Community in Tuvalu, a Country Being Threatened by Sea Level Rise | $1,500        | Tuvalu        | Laura Corlew      | This study seeks to understand the cultural impacts of climate change in Tuvalu, a low-lying island nation in the South Pacific. Tuvalu is projected to become uninhabitable in the next 50-100 years if sweeping climate change mitigation and adaptation efforts are not put into place. As a developing nation, Tuvalu is not responsible for climate change, and yet her indigenous population is facing grave consequences. Using Photovoice methodology, this study will delve into the connections between land, community, culture, and well-being within the context of the climate change threat. Participants will lead the research with their photographs; results will combine images with spoken words. The SCRA Community Mini Grant will fund research equipment (cameras, printer, etc.), food for the focus groups, and the dissemination of research outcomes in Tuvalu. Multiple Tuvalu leaders have noted to me that all too often researchers come to Tuvalu and take knowledge but leave nothing behind. This grant will fund the development, printing, and shipping of results books to Tuvalu for cost-free dissemination to participants and key stakeholder agencies that work with climate change and/or community well-being. |
| 2            | Benefits Check-Up Project                                            | $1,132.50     | Chicago, IL   | Geraldine Palmer  | North Side Housing and Supportive Services in partnership with VetNet provides Benefits Check-Up project. The project will target United States veterans, with a focus on combat veterans and provide them with three peer support specialists (veterans as well) who will spend a day meeting with veterans and filling out online benefits applications to help them gain access to the benefits they are entitled to and deserve. The peer support specialists will also provide referrals to housing, health and mental health services and other resources, as well as encouragement. The project is expected to help mitigate the veteran’s stress of returning to community life and help expedite the process of readjustment. The project will take place on Veterans Day, 2011. |
| 3            | A Mixed Methods Project of the Chapel Hill-Carrboro YMCA's Boomerang Program: From theory to evaluation | $1,500        | Chapel Hill-Carrboro, NC | Dawn Henderson | The aim of this project is to conduct a collaborative evaluation to assess the relationship between youth participation in the Chapel Hill-Carrboro YMCA's Alternative to Suspension Boomerang Program, resilience and connectedness, and ways in which these services affect relationships at the parent and teacher level (family and school level). Over the past year, the researcher has met with Boomerang staff to identify their evaluation and program needs, target population, description of program, and identify relevant stakeholders and outcomes. Boomerang staff are actively engaged throughout each stage of the project, which includes the formation of a program theory, evaluation plan, and assisting in data collection. Findings from the project has implications not just for Boomerang but also to glean how their particular services translate into the relationships that students have beyond the context of the program and into the school and family setting. Thus, possibly shedding light on the behavior of youth when leaving the Boomerang Program and ways in which these settings factor in on sustaining intervention efforts. Incentives for program participants, teachers and parents and data analysis are funded through the generous support from the SCRA Community Mini-Grant. |
| Award Number | 4 |
| Title | Student Restoration of Mann-Simons Historic House Museum |
| Total Awarded | $1,200 |
| Location | Columbia, SC |
| SCRA Member | Anne Wright |
| Description and Use of Mini-Grant Funds | The Historic Columbia Foundation is partnering with the Richland County School District One to provide students a unique hands-on learning experience. Students are driving a preservation project at the Mann-Simons historic house museum. In the Spring of 2011, students in a Computer Aided Drafting (CAD) course at the Heyward Career and Technology Education center engaged in an in-depth and on-site study of the site. Based on evidence they helped gather, these students generated CAD drawings of structures that formerly stood on the site. They have now passed those drawings on to their colleagues in a Residential Construction course who have begun their own investigation of the site. With funding from the SCRA Mini Grants award to purchase building supplies, and in collaboration with HCF historians and archaeologists, these students will build “ghost structures” or frames of buildings that previously stood on the property. The project aims to expose students to a counter-narrative about an empowered African American family from South Carolina and to actively engage them in the physical preservation of the site. Additionally, the project aims to develop a model for school-community partnerships where historical preservation projects can catalyze community engagement and social change around persistent racial divides. |

| Award Number | 5 |
| Title | A Community-Based and Community Led Leadership Development program for Diverse Girls and Women |
| Total Awarded | $1,200 |
| Location | Chicago, IL |
| SCRA Member | Monika Black |
| Description and Use of Mini-Grant Funds | Las Caras Lindas (LCL) is a student led start-up non-profit organization dedicated to helping Black and Latina girls and women to collectively define themselves as women. Over the years, LCL realized the need that in order to fully support the healthy development of young girls that one must also support the community of women that surround them. For this reason, LCL developed the LEAD Expo (LEAD Ex). LEAD Ex is a program designed to “LEAD” change among Black and Brown women, of all ages, together, towards a more collective future. The goals are to create the space for Black and Latina women to become collectively aware of their strengths and talents, to expose young girls to successful women of various backgrounds and experiences, and to highlight the wide array of knowledge, wisdom and power that exists in diverse women of all ages. Participants will engage in discussions that further contextualize their understanding of one another as cultural beings not only across race/ethnicity but across all other cultural identities through a series of workshops, group activities and 1:1 discussions. With funding from the SCRA Mini grant, LCL will be able to secure a community-based venue that is accessible to diverse women throughout Chicago and to identify a keynote speaker(s) who will effectively engage everyone in the discourse. |

| Award Number | 6 |
| Title | Girl Fest: Building a Global Network to End Violence Against Women and Girls |
| Total Awarded | $1,200 |
| Location | Honolulu, HI and San Diego, CA |
| SCRA Member | Gina Cardazon |
| Description and Use of Mini-Grant Funds | Girl Fest Hawaii (http://www.girlfeshawaii.org) is an annual multi-day multimedia festival dedicated to ending violence against women and girls through education and art. Entirely run by volunteers, Girl Fest has been organizing performances, workshops, art gallery exhibitions and more since 2003. Girl Fest is also a year round community that hosts events and is active online, and has attracted thousands of fans in Hawaii and beyond. Now Girl Fest is ready to expand its reach, and has opened the doors to local organizers who wish to host Girl Fest events in their communities. The response has been extremely positive, and the first independently organized Girl Fest event is scheduled to take place in San Diego in April 2012. Funding from the SCRA Mini Grant will be used to help pay for start-up costs for Girl Fest San Diego (http://www.girlfestsandiego.org ) including print materials such as flyers and brochures to recruit volunteers and advertise the event. Funding will also be used to help the Girl Fest Hawaii team to build its capacity to support other Girl Fest events, by establishing an online means of communication and collaboration, and creating a how-to guide for new organizers. |

| Award Number | 7 |
| Title | Using Photovoice to Understand Survivors of Sexual Violence |
| Total Awarded | $1,030 |
| Location | Lansing, MI |
| SCRA Member | Katherine Cloutier |
| Description and Use of Mini-Grant Funds | With the support of a SCRA Mini-Grant I will be collaborating with a college campus coalition to better understand the experiences of survivors of sexual violence from minority populations. Photovoice is a methodology that uses participant generated photos and written narratives to better understand the experiences of community members. For this project these photos and narratives will reflect experiences, needs, and perceived helpfulness from the perspective of survivors of sexual violence. The project will culminate into the construction of a digital story that will be created by the participants. This digital story will consist of video, audio, photos, and text (mainly from the project) and will illustrate what was learned, and what needs to change in terms of building a sexual violence response system that is reflective of the diversity of survivors’ needs on campus. The funds will be used to cover software costs for qualitative data analysis, and also to fund the digital story viewing events with targeted audiences on campus (i.e. individuals who have decision making power). |
Appendix B

Catagorical Breakdown of Grant Spending

Examples of Categorical Expenses:

- Equipment/Supplies: cameras for Photovoice Projects, rental of speakers/microphones
- Printing/Copies: Materials used for organization/dissemination, and shipping of these materials were necessary
- Food for Participants: Food provided during listening sessions
- Transportation/Travel: Bus passes for participants
- Space Rental: Fees associated with venue rental
- Staff: Keynote speaker fee
- Participation Incentives: Gift cards provided to participants

This graph was calculated based on the final financial reports of 7 of the 9 Round One Grantees. As of 12/1/2012, two projects had not yet completed their final financial analysis and were therefore not included in this cost breakdown.

Appendix C

SCRA Mission Alignment

How well did funded projects address SCRA’s goals? (Scale 1-4 reflects how strongly the grant reflected the goals)

<table>
<thead>
<tr>
<th>SCRA Goal</th>
<th># Grants endorsed</th>
<th>Average rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Promote use of social and behavioral science to enhance the well-being of people and their communities and to prevent harmful outcomes.</td>
<td>9</td>
<td>3.3</td>
</tr>
<tr>
<td>2. To promote theory development and research that increases our understanding of human behavior in context.</td>
<td>7</td>
<td>2.3</td>
</tr>
<tr>
<td>3. To encourage the ongoing and mutual exchange of knowledge and skills among community psychologists, those in other academic disciplines, and community stakeholders so that community research and action benefits from the strengths of all perspectives.</td>
<td>9</td>
<td>2.8</td>
</tr>
<tr>
<td>4. To engage in action, research, and practice committed to promoting equitable distribution of resources, equal opportunity for all, non-exploitation, prevention of violence, active citizenry, liberation of oppressed peoples, greater inclusion for historically marginalized groups, and respecting all cultures.</td>
<td>9</td>
<td>3.8</td>
</tr>
<tr>
<td>5. To promote the development of careers in community research and action in both academic and applied settings.</td>
<td>5</td>
<td>1.4</td>
</tr>
<tr>
<td>6. To promote an international field of inquiry and action that respects cultural differences, honors human rights, seeks out and incorporates contributions from all corners of the world, and is not dominated by any one nation or group.</td>
<td>4</td>
<td>2.1</td>
</tr>
<tr>
<td>7. To influence the formation and institutionalization of economic, and social policy consistent with community psychological principles and with the social justice values that are at the core of our discipline.</td>
<td>7</td>
<td>2.1</td>
</tr>
</tbody>
</table>

Community Ideas  
**Edited by Gina Cardazone**  
Antioch University Los Angeles

**New Community Ideas: Transforming Small Spaces for Big Effect**

If you are attending the American Psychological Association conference this year in Hawaii, you may pass by a charming bus stop in Waikiki painted with the words “Aloha kekahi I kekahi – Love one another.” Look further and you’ll see that this is just one part of an intricate array of murals forming the enclosure of a mini-park that serves as an oasis of community and culture in the otherwise commercialized streets. There’s a lot to be impressed by in this small patch of land, but perhaps the most remarkable aspect of the mini-park is that up until last year, it was nothing but a dark, dank lot covered in graffiti and garbage. The story behind the park’s beautification is the story of how one person, and one small space, can make a major difference.

It began with one concerned and extremely persistent resident. Melody Young frequently found herself calling the non-emergency 911 line to report drug deals and other illegal activity taking place in the dark and seemingly abandoned space. She would periodically call city sanitation services to pick up mattresses, broken furniture, and other large items that often piled up amid the more common forms of litter. Fearing she was becoming a nuisance, she visited her local police force, where she was assured that her calls were helpful and that the community needed more concerned citizens like herself. Finally one day, grown tired of looking at the graffiti covered walls and the ever present litter, she decided she would paint the walls herself and begin taking care of the park. In order to ensure that she wasn’t breaking any laws by doing so, she again checked in with her local police station. Since the space included walls that belonged to different entities, it was unclear who could actually give permission for them to be painted. They referred her to a community policing station. Once she called the District 6 Community Policing Team, “like magic,” things began to happen.

Soon, Melody received a call back from Officer John DeMello, who appreciated her good intentions, and particularly respected the fact that she was trying to solve the problem she saw instead of just complaining about it. However, he and his team sought a more permanent solution to the problem. Looking at crime trends in the area, they saw that this small square of land was home to numerous cases of public drinking, urination, and defecation, as well as drug use and transactions and other illegal activity. Brainstorming together, the team agreed that simply painting the walls would not suffice, and came upon an innovative solution that had shown promise elsewhere – using art to combat graffiti.

As Officer DeMello explained “The premise is that graffiti is used as a message or display or expression. The writer wants their message or street name to be easily seen by the public. This is why large light colored walls tend to attract graffiti. By putting art on the wall, it won’t be as attractive to graffiti writers because their message or street name will be lost in the art and not easily seen.” The team came across a local organization called 808 Urban, headed by street artist muralist John “Prime” Hina, that is dedicated to improving community life through art. Realizing it wouldn’t make sense to beautify the walls and leave the land in disarray, they also decided to take this opportunity to clean up the neglected mini-park. After receiving approval from the City and County Division of Parks and Recreations, they contacted Melody, told her of their plans, and asked if she would be part of this community project. She was delighted to hear about their ideas, and agreed to join the effort.

Prior to this, Melody had never considered herself a big fan of group projects. “I’ve always thought everything moved slower when several people were involved. But this project changed my mind forever on that,” she later told me. In a letter of thanks that she sent to the Mayor of Honolulu and the Chief of Police, she wrote “Whoever said things move slowly in government should take a look at the speed this project has moved along.”

Officer DeMello and members of the District 6 Community Policing Team approached local residents and businesses and found that many were similarly delighted to hear of their plans. Thomas Foti, the manager of the Hilton hotel which borders the space, had also been thinking about how the area could be improved, especially since many hotel employees and guests used that bus stop and it was not a pleasant experience for anyone. It seemed, he said, that “all of us were running concurrent paths mentally,” and once he was presented with the idea, he jumped to help in any way he could. According to Melody, he was consistently present throughout the project, helping out in various ways, such as providing food for mural painters and others working on the project.

The physical transformation of the space took place very quickly, most of it occurring within the span of a week in September 2012. However, the preparations for this week of work were considerable. Before anyone picked up a paint brush, 808 Urban worked with a kahu and two cultural practitioners, meditating on the land in order to understand its history and ensure that they would use it wisely. Part of 808 Urban’s mission is cultural education for the community. This seemed to be particularly important in Waikiki, where the emphasis on appealing to tourists can make it feel wholly disconnected from the history and culture of the Hawaiian islands. The 808 Urban team chose to paint murals depicting “The Battle of Kukaeunahio,” which is also sometimes called “The Battle of the Owls.” According to Hawaiian legend, this battle took place in the Manoa Ahupu’aa, a section of the island that includes Waikiki.

Many described the park project in
reverent, even spiritual terms. Shortly after the project started, when land was just beginning to be cleared, a small patch of dryland kalo (taro) began growing in a corner, entirely on its own. Kalo has historical and spiritual significance among Native Hawaiians, and had never been seen before in that particular area. At a dedication banquet for the mini-park, some described a sense of healing and reconciliation that came with the project, as it showed how the land could at once be part of the tourist mecca of Waikiki and more deeply connected to the physical and cultural landscape of Hawaii.

In addition to cleaning the park and painting murals along the walls, other alterations were made to the space. The area was cleared out and stones were arranged in the shape of a footprint, with additional stones surrounding the kalo patch. Lights that had been out for years were fixed, and additional light panels were added to spotlight the artwork at night. Though it may seem like a small change, the fact that the space is lit up makes a huge difference in promoting a sense of safety for those who are waiting for the bus, as well as deterring the kinds of activities that had previously been taking place in the park. I asked Officer DeMello whether the project really had any effects on crime in the area, and he described an initial increase in calls, which he attributed to enhanced vigilance, followed by a reduction in crime. After the initial spurt, “the calls for service dramatically decreased along with crime in general. This area is no longer a breeding ground for criminal activity.”

Residents of the area corroborate this information, and add that there is an improved sense of community and cooperation in the area, as different people have participated in maintaining the park. Neighbors have taken responsibility for the mini-park, picking up trash and trimming hedges. As Foti says “It was an organized effort, but it’s sort of a beautiful disorganized effort that keeps it going.” When one considers how very small the space is (12 acres), it is all the more impressive to think about how its transformation has affected people practically, socially, and spiritually. Like many others, before this project I had never thought of the space as anything other than a bus stop with a rather large dark empty space behind it. Now it tells a story, or rather, two stories. The first is the story depicted in the murals. The second is the story of how a community came together to transform a small, neglected lot into a beautiful symbol of community strength.

Do you have an idea for community work that you’d like to share? Whether it’s been implemented or only imagined, we’re interested in hearing what you have to say. You can write a column or we can interview you and feature your idea. Contact Gina Cardazone at gina.cardazone@hawaii.edu.

The Community Practitioner: So You Want to be a Consultant

Edited by Susan M. Wolfe

Introduction

This article is another in the series of articles describing different career options for community psychologists. I frequently meet community psychologists – students and more experienced – who tell me they want to be consultants. Community psychology education provides the perfect blend of competencies that makes this a viable career option. This column presents articles written by three different community psychology consultants with independent solo consulting practices.

Andrea Solarz provides an excellent description of the realities of the business. She shares the good and the bad, describes the diversity of work she has enjoyed, and the path she took to get there. Tom Wolff describes his practice which focuses on consulting and training on community development and collaboration and how it evolved over time. Ann Price offers a humorous, yet realistic, view of the realities of consulting, and a description of the training and qualities that are helpful.

The practices of each of the three authors have a different focus, emphasizing different skills and working at different levels. They each illustrate the strength of community psychology training for doing this type of work. The combination of foundational competencies (e.g., the ecological perspective, cultural competence, ethics) with the more practical skills such as research, program evaluation, coalition and community development, policy and advocacy, etc. provide both range and depth in practice and enhance marketability.

If you are thinking of, or have ever thought of, becoming a consultant, or if you just wonder what life is like for those of us who have taken this leap, these three articles sum it up nicely. For more information, if you are still interested in consulting, there are a number of resources available. I recommend getting a copy of the book, Consulting and Evaluation with Nonprofit and Community-Based Organizations (Viola & McMahon, 2010). If you haven’t already, join the SCRA Practice Council on their monthly meeting calls and/or their community consultation calls. Also, the American Evaluation Association (AEA) has two very helpful interest groups: The Community Psychology Topical Interest Group (TIG) and the Independent Consulting TIG. The Independent Consulting TIG offers numerous helpful sessions and pre-conference workshops.

The Community Psychologist          Vol. 46  No. 3 11
Independent Consulting – One Practitioner’s Journey

Written by Andrea Solarz,
Independent Community Psychology Consultant

What would you say if someone offered you a job with no health insurance, no paid vacation time (or any other employee benefits, for that matter), and where you would have to pay for all of your own office supplies (including your computer) out of your own pocket? Oh! The job also offers no security, so your next paycheck could be your last. Not especially appealing, is it?

On the other hand, what if the job was one where you could pursue all kinds of interesting projects, use a wide range of your skills, work with smart people you enjoy, bring a community psychology perspective to new arenas, and have an impact on public policy work? Plus, you would be able to keep your own hours and work in your pajamas. Sounds pretty great, doesn’t it?

In fact, these are both accurate descriptions of my work as an independent consultant. In this capacity, I’ve worked with numerous national organizations doing such work as writing grant proposals, developing and evaluating projects, and translating complex scientific information for policy makers and the public. This work has focused on such interesting and diverse topics as violence prevention, HIV/AIDS prevention, and needs of families of military personnel returning from war.

I never planned to become a consultant. However, during a planned break after the end of a high intensity job, a former colleague offered me the opportunity to work on a project on a consultant basis. As I wasn’t completely averse to earning a little money during my self-described sabbatical, I agreed to help out. To my surprise, I loved working under these new conditions, where much more of my work environment and schedule were under my own control. As I continued to be offered consulting assignments, I realized that I could actually earn a living this way, and in the more than 20 years since then, I have applied for a full-time traditional job only once.

On the one hand, I would say that this sort of work is a good match for someone who is entrepreneurial, who is well-organized and manages his or her time very well, and who is an extrovert who is comfortable networking to develop new projects. On the other hand, this does not describe me at all and, in fact, successful independent consultants can have many different work styles and be of varying personality types. What is critical, though, is to have a high tolerance for ambiguity and lack of structure. If you are uncomfortable with not knowing what sort of work you might be doing in six months (much less next year), and with tolerating periods where you are between projects, then this type of work is unlikely to suit you well in the long run.

When I was in graduate school in the Ecological Psychology program at Michigan State University, the professors advised us to create our own careers. At the time, I thought this was very unhelpful advice, and I hadn’t a clue as to how someone could possibly go about doing what they had encouraged us to do. But, that is exactly what I have done, and I now understand just how good that advice was, and how on target it was for me.

Presently I practice community psychology as a solo practitioner. Tom Wolff & Associates focuses on consulting and training on community development and collaboration issues. It is indeed a community psychology practice. But it did not develop in any clear linear way but rather evolved over time and circumstances.

As with many community psychology practitioners, my consulting practice first began part time as a sideline to my formal employment in a local Community Mental Health Center, and later in my position with Office of Community Partners /AHEC at the University of Massachusetts Medical School where I was the Director of Community Development. In my work we often wrote up our experiences in coalition building and building healthy communities. We developed newsletters and tip sheets to disseminate our work for others doing similar work. This was giving Community Psychology away.

Over time requests came to me from various groups both locally and across the country to come to talk or train. This was usually stimulated by seeing one of our dissemination materials or hearing me talk at one meeting or another. After a while there was a steady flow of requests a few times a year to do keynote addresses, workshops, program consultations.

My consultation practice became full time about a dozen years ago when I left the U. Mass. Medical Center. At that time in order to manage the transition I worked with a media consultant and develop a descriptive brochure of my consulting services which turned out to be a much more difficult task than I anticipated. That brochure then was translated into my website www.tomwolff.com. Here I described my key services, and also gave readers access to many free resources and my ongoing Newsletter. The website on its own did not generate much work but clients who call me often note that they have already visited my
VITA program – Volunteer Income Tax Assistance – for free tax returns for low-income families in Tennessee as they struggled to engage with Medicare and Medicaid Services (CMS) consulting to their End Stage Renal Disease (Kidney Dialysis) Public Health Department setting up Collaborative for Violence Prevention, violence prevention efforts. The services I provided in these settings focused on helping leaders meet the challenges of implementing large, multi-sector collaborations. Specifically - consultation to central staff, organization development consulting to both the central organization and to individual coalitions with a focus on creating a vision, work on program sustainability, systems communication, organizational roles and responsibilities. I assisted them in designing their coalition building process, training and supporting their new coalitions, and assessing their effectiveness.

My work covers a broad variety of content areas: public health (substance abuse, tobacco control, teen pregnancy, asthma, breast feeding); violence prevention; school linked services; family preservation; traffic safety; toxic use reduction; hospital community benefits; domestic violence; healthy communities initiatives and even the IRS! (their VITA program – Volunteer Income Tax Assistance- for free tax returns for low income families).

The first large effort I was engaged with was the National Funding Collaborative for Violence Prevention, which funded sites across the country to address community violence from a community engagement and social change perspective. I consulted to sites in Santa Barbara, California, Rockford, Illinois and rural communities in East Tennessee as they struggled to engage the grassroots community in effective violence prevention efforts.

A later venture was with the Center for Medicare and Medicaid Services (CMS) consulting to their End Stage Renal Disease (Kidney Dialysis) Networks. Here we were trying to get these traditional ly isolated quality improvement organizations to build collaborations with a broad range of partners who they had not worked closely with in the past. Working with a vast federal bureaucracy and entrenched networks across the country was fascinating and challenging.

Most recently I consulted with the Boston Public Health Commission’s Center for Health Equity and Social Justice on their Health Equity Coalitions across Boston and New England (http://www.bphc.org/chesj/Pages/default.aspx ). This was a joy to work on since the Commission was clear and direct about addressing the role of race and racism in the social determinants of health and thus the existing healthy inequities in the City. My work involved working with the central staff and seven funded communities across New England helping them develop strategies, and engage their grassroots community.

From the feedback that I receive it seems that the attributes that bring clients to me and helps me sustain relationships with them include: a broader community-ecological vision, social justice values, enthusiasm and passion for the work, flexibility and responsiveness to their changing needs, and most concretely the tools, skills and resources on the coalition building process that I am able to share with them.

You Might be a Community Psychology Consultant if...

Written by Ann Webb Price, Community Evaluation Solutions, Inc.

I am still searching for a good elevator speech to use when people ask the inevitable question – “What do you do?” I usually reply: “I am a community psychologist.” What follows my answer is the inevitable quizzical look as the inquirer struggles to put my answer into their predetermined notion of what psychologists do --- therapy.

I used to do therapy. I specialized in adolescent addiction and although I loved working with teens, working with parents who refused to address their own addictions was not so much fun. Watching kids get discharged when their insurance ran out was a lot less fun. I guess you could say I have come full circle because I worked in community programs early in my career. My Community Psychology graduate program at Georgia State University emphasized both program development and program evaluation and that training informs how I view my evaluation practice. I believe evaluations should provide information in a (hopefully) constant feedback loop to programs (think Kurt Lewin) that can help them improve. Today I work as the lead evaluator in a consulting practice that I started nine years ago. We work with all sorts of organizations, from small to large nonprofits and state and federal agencies. We work in many different areas including: drop-out prevention, youth development, early child care, mental health, community coalitions, substance abuse prevention and public health.

So you think you might want to be a community practitioner? Here is my list of characteristics you should possess inspired by Jeff Foxworthy. You might be a community psychology practitioner if:...........

1. You speak many different languages. And I don’t mean French or Spanish. I mean you can communicate with real people from their perspective.
2. You can work with great and not-so-great Executive Directors and CEOs.
3. You are OK with never being famous.
4. You can live with never doing an RCT. You’re lucky if you ever have a comparison group.
5. You enjoy never doing the same thing twice. Consulting is not for the faint of heart.
6. You don’t mind exotic locales. For example, Harlem, GA.
7. You like your research messy and chaotic.
8. You don’t mind data that is less than pristine.
9. You can create business processes with no training in business.
10. You don’t mind not knowing where your next pay check is coming from.

I advise people considering community practice to concentrate on their hard skills, especially quantitative data analysis.
A strong qualitative skill set is desirable. Written and oral communication is also important. My clinical background helps in this area; my clients tell me I have a knack for helping them understand statistics and evaluation findings. Then there are soft skills that can’t be taught, at least I am not sure they can be. These include the values and skills we aspire to as community psychologists (valuing diversity, an environmental/systems perspective, using participatory approaches). In addition, you need an inordinate supply of patience because, just like I learned in my clinical days, people are apt to make choices that are not always in their best interest. You need to accept clients where they are (e.g. individual perspective, lack of technology, fear of evaluation) and truly value the client-consultant relationship. Long-term relationships are what we are trying to achieve. At the same time we want to build clients’ evaluation capacity. Our goal is to help them see evaluation as another daily task of doing business.

There are many positive things about working as a consultant. I get to work on a variety of social issues. I enjoy setting my own schedule and choosing my clients. I use many different kinds of approaches and data analysis strategies so I never get bored. One drawback of working as a consultant either independently or in a small practice, is that you can get lonely. It is important to identify a group of colleagues that you can count on for advice and support. Besides SCRA, the American Evaluation Association is a great professional home where you will find professional development opportunities and colleagues to support your work.

Disabilities Action
Edited by Kendra Liljenquist and Erin Stack

Using Children’s Literature to Promote Understanding of Disability
Written by Karen Jacobs

Children’s books can be used for disability awareness. As service providers, we can use our knowledge and skills in child development, disabilities studies, cultural competency, social justice, and stigma to author children’s books which accurately portray children with a variety of disabilities such as a child with autism, a learning disability, cerebral palsy or who is blind and important constructs such as friendship or sibling relationships.

Children’s literature can be a powerful educational tool because these books can use images and words to engage stories to convey messages. For example, a children’s book can be used to introduce a profession, such as occupational therapy (OT) and the services that are provided to children. The Canadian Association of Occupational Therapists (CAOT) commissioned the creation of a children’s book, You, Me and My OT (Bourgeois, 2009), to “…help inform young readers and parents about occupational therapy services. It is targeted towards an audience of children in grades one to three as well as their parents, teachers, and other caregivers” (http://www.caot.ca/default.asp?pageid=2367). This book was authored by Paulette Bourgeois, who was trained as an occupational therapist, but is better known as the author of the Franklin the Turtle children’s book series. The book has sold over 4000 copies in English and French.

With easy access to technology that makes self-publishing possible, occupational therapists and other service providers can become the author, publisher, distributor as well as the illustrator of such children’s books.

Here are my own lived experiences of co-authoring and publishing two children’s books.

How Full Is Sophia’s Backpack?

I worked with two colleagues to prepare a children’s book, How Full is Sophia’s Backpack? with the intention of promoting OT through an engaging story about a grandma and her two grandchildren, one of which has autism and receives OT. The book also provides backpack tips and can be used in connection with the American Occupational Therapy Association’s (AOTA) National School Backpack Awareness Day which is an annual event on the third Wednesday in September (www.aota.org). Once the story and illustrations were completed, I worked with a company called, Lightning Source to print and distribute the book. There are many other companies which provide such services. The book is available online through Amazon and Barnes & Noble; and at bookstores.

I also wanted to make the book available in an electronic format. To achieve this, I worked with a computer science professor and one of his students to publish How Full is Sophia’s Backpack? in an e-book version which is free and can be found at http://blogs.bu.edu/kjacobs/Three Bakers & a Loon

Now that I had one self-published book completed, I incorporated the lessons learned to co-author, Three Bakers & a Loon with Allison Boris, who is an entry-level Master of Science student in occupational therapy at Boston University. Meeting weekly, we created a story about a preschooler with autism who was receiving early intervention in his home and the engaging interactions with Sally, the OT in baking cookies as a meaningful occupation. Allison used her creative talents to create all of the illustrations using the medium of collage.

I followed the same self-publishing process with this book. Working again with a computer science professor and another one of his students, an e-book version was created. This e-book is interactive, narrated and includes original music. It is free and can be found at http://blogs.bu.edu/kjacobs/

Conclusion

The creation and self-publishing of children’s books is now one of my own meaningful occupations! I already have two more books in process. They are: Make New Friends and Small Girl, Big Heart. Make New Friends portrays a school-aged child with cerebral palsy.
and Small Girl, Big Heart portrays a kindergartner on her first day at school. The main character in this book is a young girl of short stature. Both books address the theme of friendship and are co-authored by occupational therapy graduate students at Boston University.

For many young people engaging with others with disabilities can be accompanied by a great deal of uncertainty. Through books that explore relationships and services, children are given information that can help to take away some of the “unknown” thus helping to promote more meaningful interactions between those with and without disabilities.

For more information, Karen Jacobs can be contacted at kjacobs@bu.edu and http://blogs.bu.edu/kjacobs/

Where to find How Full is Sophia’s Backpack:

Where to find Three Bakers and a Loon:
(http://www.amazon.com/s/ref=nb_sb_ss_i_0_19?url=search-alias%3Daps&field-keywords=three+bakers+and+a+loon&sprefix=Three+Bakers+an+d+a+%2Caps%2C175)

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**Education Connection**

**Edited by Jim Dalton**

**Resources for Education in Community Psychology**

This issue of the Education Connection column highlights four news items:

- Jim Kelly’s classic set of interviews with early community psychologists in the U.S. will soon be online! I provide a description of these interviews and how they provide resources for teaching.
- John Moritsugu is developing and producing a second set of interviews with psychologists of color whose work influenced community psychology, especially out conceptions of diversity. John provides a description of his aims, of the persons interviewed so far, and of his ongoing work.
- The Council of Education Programs will be taking over editorship of the Education Connection column, as Maurice Elias and I transition out of editorial roles.
- New materials needed for the SCRA online Teaching Resources webpage. Please submit your syllabus and teaching materials!

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**Classic Series of Video Interviews with Early Community Psychologists Will Be Online Soon!**

*Written by Jim Dalton, Bloomsburg University*

A classic, widely-admired series of videotaped interviews with over twenty early community psychologists and other scholars, produced by James Kelly, will soon be available online! Watch the Global Journal of Community Psychology Practice (http://www.gjcpp.org) and the SCRA-L listserve for an announcement of the availability of this video series. This online access is being supported by the Global Journal. The essay below provides some description of the content of these videos and why they form a valuable resource for teaching community psychology.

In 1994, Jim Kelly began inviting community psychologists who had been influential in the mid-20th-century emergence of our field in the U.S. to meet with his graduate class at the University of Illinois Chicago, The History and Varied Epistemologies of Community Psychology. Jim's goals were to explore “historical and contextual factors that affected the development of the field of community psychology”, to “interweave historical events with biographical data of selected exemplars of the field”, and to focus on historical roots of differing epistemologies in community psychology (Kelly, 1996).

Jim’s method was simple and engaging. Guest speakers met with Jim and his students, discussing their personal and educational backgrounds and career journeys, how their work involved the developing field of community psychology, and the persons and historical-contextual forces that influenced their work and influenced community psychology as a whole. Students read guest speakers’ works and prepared questions for discussion in an interview format. Jim later expanded these interviews to include feminist community psychologists and scholars, a psychologist who worked with Kurt Lewin in early action research, an historian of the civil rights movement, and an anthropologist, to provide perspective on historical and contextual factors that influenced the field. Jim also interviewed Rudolf Moos individually. David Fryer contributed interviews with Marie Jahoda, conducted at her home in Britain and expanding the focus of the interviews beyond the U.S.

All of these interviews were videotaped, forming a valuable resource for understanding the emergence of community psychology in narrative format, with personal-emotional immediacy and awareness of context. Each interview is about 75 minutes long. Jim later edited excerpts from the interviews into a set of two overview videos, Exemplars of Community Psychology. (This overview set is likely to be the most widely-used resource for teaching.) The overview videos and all but one of the original interviews will appear online. A video of a 1997 symposium at APA on the development of community psychology, “Social Contexts for the Society for Community Research and Action”, also will appear online with the Kelly videos.

Psychologists who were interviewed and videotaped in this series included George Albee, Emory Cowen, Wil Edgerton, Bill Fairweather, John Glidewell, Steve Goldston, Ira Iscoe, Marie Jahoda, Jim Kelly, Don Klein, Murray Levine, Rudolf Moos, Bob Newbrough, Gershen Rosenblum, Seymour Sarason, Stan Schneider, and Alvin Zander, a colleague of Kurt Lewin. A panel on the early and continuing influence of feminism on our field included community psychologists Stephanie Riger and Rebecca Campbell. The interviews also called attention to the importance of community psychologist Robert Rieff, and the influence on our field of Kurt Lewin, Erich Lindemann, and Gerald Caplan.

**Using the Videos in Teaching**

The overview Exemplars video, containing excerpts from each individual...
They reveal important nuances that do not appear in journal articles, textbooks, or even autobiographies. Especially apparent is the importance of the process, local context, listening, and personal relationships in community work. Even for so new a field as community psychology, understanding these experiential forces in our history is crucial for understanding our present and future.

These interviews inevitably reflect the almost-exclusively European-American, male, middle-class early origins of community psychology in the U.S. Except for David Fryer’s interviews with Marie Jahoda, they say little about early developments in the field outside the U.S. While they provide an essential resource for understanding the history of our field, broader perspectives are also needed.

In the next essay in this column, John Moritsugu describes his ongoing work in producing video interviews with early psychologists of color who influenced community psychology. These interviews are also conducted in a format that places personal narratives in contextual perspective. When completed, John’s videos will provide a rich complement to Jim Kelly’s work.

**References**


**Interviews That Interest Me: A Look at Psychologists of Color Who Helped Shape Our Understanding and Use of Diversity**

**Written by John Moritsugu, Pacific Lutheran University**

The need was obvious. I was looking for interviews of psychologists of color who had played a role in establishing diversity as foundational to psychological work in the community. There were none to be found outside of the training genre. Rappaport (1977) noted that paradigm shifts were what community psychology was trying to accomplish.

One of those paradigm shifts was the admission that considerations of diversity were integral to any effective and comprehensive psychological science and practice. Following Kelly’s (2002) admonishment to retain our “spirit” and to gather and share the stories of the early years of community psychology, this project is an attempt to fill the void.

From an admittedly idiosyncratic list of distinguished psychologists of color, I sought interviews. Acknowledging the importance of social context, the interviewers were made up of members of the intended target group, undergraduates. Wherever possible we did the interviews in the psychologists’ own home or home department. They were asked to address four areas:

1. Where did they come from: home, family, neighborhood, community?
2. What early influences did they recall?
3. What did their work involve, some sampling of their life’s work?
4. What advice they might have for today’s high school and undergraduate student interested in psychology?

The following are interviews to date. Among their many life accomplishments, I have listed one, which I feel captures an aspect of their work that helped contribute to the furthering of diversity considerations in the field of psychology.

Bertha Holliday, Ph.D. retired Executive Director of the Office of Ethnic Minority Affairs, the American Psychological Association, who helped to maintain the focus on issues for people of color at the national policy level.

James Morishima, Ph.D. University of Washington, Asian American psychologist who chaired the Federal IRG and commissioned the first set of annotated bibliographies on ethnic minority psychological research. These were the bases for psychological research programs to further study the ethnic minority experience.

Tom Moore, Ph.D. University of Illinois, African American psychologist who championed the work on African American community resilience, and the importance of spirituality as a coping mechanism for this group.

Anado Padilla, Ph.D. Stanford University, Hispanic American psychologist who challenged the then accepted psychological belief that bilingualism was a handicap to children.

Lonnie Snowden, Ph.D. University of California at Berkeley, psychologist who challenged the American psychological establishment to think of services better tailored to ethnic minority populations.

Joseph Trimble, Ph.D. Western Washington University psychologist who...
has served as one of the senior spokesmen on the need for cultural considerations in the science and practice of psychology, and especially as these related to American Indians.

Reiko True, Ph.D. Alliant University of San Francisco, Asian American psychologist who as then Director of Community Mental Health for the city of San Francisco, organized and opened the first set of centers to address the needs of the Asian American population. These centers were staffed by mental health workers of Asian descent who were fluent in the East Asian languages of their clients.

The list of potential interviewees is not exhausted. I have found that production is not as easy as it looks. I have been editing and working on these interviews for some time now. It is best described as a work in progress. With additional funds and the experience gained from these interviews, I hope to gather more as time is not as easy as it looks. I have been in the East Asian languages of their clients. What has been learned? The psychologists of color who have made significant contributions to the furtherance of diversity in psychology have their own stories, and students find them engaging when the story telling is placed at a personal level. For many of my students, the accomplishments of these individuals are now a part of the accepted norms for the field. They were originally unaware of the history of making diversity a part of psychology in the community. With the interviews, they can appreciate the changing of paradigms.

References

Education Connection Editorship Passing to Council of Education Programs

Written by Jim Dalton

After 26 years of editing this column in TCP, Maurice Elias and I are passing the torch. Beginning in 1987 at the request of Lenny Jason, then TCP editor, we worked for many years as partners; more recently, as Maurice served as SCRA President and in many other SCRA duties, I assumed the editorial responsibilities. It’s been a great, enjoyable run, giving us opportunities to learn about and showcase innovative, experiential, and community-based teaching and learning approaches, and to build exciting, rewarding relationships with a diversity of colleagues, from graduate students to seasoned professors. We have loved it.

The SCRA Council of Education Programs (CEP) and I, with Maurice’s approval, recently arranged a transfer of editorship to the CEP. Among other benefits, this will establish the Education Connection column as a regular outlet for CEP news and initiatives. Three selected CEP members will edit the Education Connection as a team: each will rotate through a three-year progression as incoming editor, editor, and past editor of the Education Connection. Collaborative joint columns with the Community Practitioner column and with its editor, Susan Wolfe, will continue.

In a transition year, 2013-2014, Carie Forden of the CEP will serve as incoming editor, and I will serve as past editor. Carie is Professor of Psychology at Clarion University, in Pennsylvania, and recently spent a sabbatical at the American University of Cairo, Egypt, working with the graduate program in community psychology there. She brings a wealth of experience as a community psychologist to the position, and her work has appeared in the Education Connection. Maurice and I are enthusiastic about passing on the editorship to the CEP, and to begin that transition by working with Carie!

New Course Syllabi, Teaching Resources Needed!
The Council of Education Programs is actively soliciting content for the Education Connection’s Teaching Resources webpage! The Teaching Resources page, on the SCRA website, catalogs syllabi, activities, prompts, videos and other resources to help instructors develop and improve their courses. These materials are geared towards undergraduate and graduate courses in community psychology as well as integrating community psychology material in other courses. Teaching Resources materials are often used by new and seasoned teachers, to develop or re-develop a course, or to add experiential elements to an existing course.

If you have a resource you would like to share, email it as an attachment to CEP.SCRA@gmail.com or use the SCRA-T listserv.

Environment and Justice
Edited by Manuel Reimer

The Promise of Food Justice – A Tale of Cautious Optimism
Written by Katie L. Crosley, University of Miami, Abess Center for Ecosystem Science and Policy

One of the most fundamental requirements for life is food. Because of this fundamentality, it can be easy to think of food as a monolithic feature in our lives. Yet, quite the opposite is true. Food is unique, both a reflection of biological need as well as culture and identity (Levkoe, 2006). In our globalized economy, it is also a product of complex systems of production and consumption that involve countless social and environmental components. Indeed, it is much more complex than many realize. I encountered this complexity when...
I set out to conduct environmental education research in Miami, FL. A number of environmental education programs for youth in this city involve urban agriculture and food systems. Thus, my research quickly became ensconced in local food justice politics and activism. Originally, I was very excited about the idea of using food as a vehicle for exploring justice and environmental issues. We all eat, so what better way to relate to diverse learners? Perhaps this could be the rallying context environmental education desperately needs to gain traction in urban areas. However, as my study progressed I began to see it was not so simple. I have come to recognize there is great promise in the food justice movement; it has the potential to serve as 1) an accessible entry point for discussions about social and environmental justice, 2) a source of community building, and 3) as a way to change policies. However, I have also realized food justice is not a panacea and must be approached with a critical eye attuned to the nuances of food and its cultural components. Below, I share my insights on these issues as a part of my research experiences.

Food as a vehicle for social and environmental justice

Food became an international focus for justice when access to food was declared a human right by the United Nations in 1948 (Hamm & Bellows, 2003; Shaw, 2007). However, this seemingly simple declaration soon became much more intricate. The international discourse on food security quickly realized that mere access to food was insufficient to secure healthy individuals and communities; food must also be culturally appropriate and nutritionally viable (Hamm & Bellows, 2003; Wekerle, 2004). And so the concept of food security evolved into food justice, which strives for individual and community access to food while also recognizing the deeper structural and cultural considerations that influence this access (Wekerle, 2004).

The concept of food justice and its associated social movement has many similarities with environmental justice. Both focus on entrenched, often nebulous manifestations of public health related injustices that are products of complex social structures, history, institutionalized racism, and market economics (Brulle & Pellow, 2006; Levkoe, 2006). However, environmental justice movements focus on the disproportionate impact of pollution and toxins on communities of color (Brulle & Pellow, 2006) whereas food justice movements focus on the disproportionate impacts of inadequate access to healthy food (Hamm & Bellows, 2003; Levkoe, 2006). This difference is what gives the food justice movement the potential to affect a wider impact. Food is relatable – we all need it to survive and eating is a regular part of most individuals’ lives. However, this is also where the discussion of justice complexities – what constitutes “healthy” food? What constitutes “access”? Equal freedom from the damages of polluted air is arguably easier to envision; there are either high levels of pollutants in an area or not. But, food and food quality is often much more subjective.

Lessons Learned in Miami, FL

This tension between the promise of relevance and the reality of subjectivity is exemplified by the nascent food justice movement in Miami, FL. This movement has largely been transplanted to the region via a growing network of activists, community-based organizations, and non-profits that are relatively new to the area. There are many ways the broader food justice movement strives to achieve its goals (Wekerle, 2004), but this particular area has predominantly focused on farmer’s markets. While there is a long history of farmer’s markets and urban agriculture in the city, the influx of food justice oriented activism has explicitly directed some of these farmer’s markets towards trying to access communities of color and areas where health disparities are more prevalent.

Through my research, I have investigated these food justice oriented farmer’s markets and the educational programs that support them in an effort to understand their impact on youth participants as well as the broader community. In my focus on environmental education, I asked – what are youth learning from informal environmental education programs and how are these outcomes mediated by community-based organizations, their families, and the broader socio-political environment in which they are situated?

In the context of Miami, these questions are largely situated in the local food justice activism network. Although there is still work to be done, there are some important preliminary trends and lessons learned from this research. Despite being a young movement in Miami, food justice activism here has influenced a growing community awareness of food and health disparities. Interviews with youth participants, their families, and key players in broader political and social networks have all pointed toward a change in awareness to a more active consideration of the role food plays in people’s lives. However, it is still unclear the extent to which this consideration involves thinking about food injustices and how they are produced. It is also unclear whether this awareness has translated into more civic engagement. Many others have seen a growth of civic engagement via food justice movement activities (Levkoe, 2006; Wekerle, 2004), and so food justice is often promoted as a way to increase community building and engagement. Such is the rhetoric in Miami as well, but since it is such a new movement, it is uncertain whether these outcomes will occur. I have, however, seen evidence in this direction with the growth of community members attending and supporting farmer’s market initiatives.

Another way the food justice movement has had an impact on Miami is through food and urban agriculture policy change. Miami’s political structure and policy-making process is confusing at the best of times. Farmer’s markets fall squarely into this confusion and exist in a limbo space without adequate supportive policies. Specifically, there is currently no county- or city-wide policy that accommodates how to permit farmer’s markets and administer where they can be placed. Rather, there is a hodge-podge of municipal level restrictions that are often contradictory and have resulted in numerous farmer’s markets being shut down because of bureaucratic oversight. While unfortunate, these incidents have provided a measure of leverage and justification to support moving a comprehensive urban agriculture policy that accommodates farmer’s markets through the political process. This policy has been in the works for the last three years, but has failed to garner enough
political support to be made a priority. Thus, despite the difficulties farmer’s markets are having in Miami, their struggles provide a vehicle for change. **A note of caution and a place for community psychology**

Although there are certainly promising outcomes from the growth of the food justice movement in Miami, it is important to keep these gains in perspective. In particular, Miami is a very culturally diverse context, and since food is an expression of culture, it follows that people’s use of and relation to food is just as diverse. This diversity means that, while the intention of food justice activism here is noble, it can fall prey to the assumption that it holds a monopoly on the meaning of what healthy food is and how people should eat it. In Miami, numerous cultural diets revolve around meats, starches, and beans, with vegetables and fruits playing a nominal role. Thus, when food justice programs promote their farmer’s markets in an effort to provide fresh produce to communities with little access to it, they run into a lack of interest. While there are undoubtedly many complex reasons for this response, one of the dominant ones is culture. When the food justice movement manifests as part of the broader alternative food movement, promoting organic foods and vegetables, it isolates itself from cultures that do not prioritize these types of foods even when they have access to them. In this way, my research experiences echo the work and conclusions of others like Guthman (2008) who have long pointed out the double-edged sword of alternative food movements. Good food is cultural and relative and so focusing on food alone is not enough.

Ultimately, there must be an ongoing conversation between food justice activists and the communities they seek to serve, with careful attention to the complexities of history, race, culture, economics, gender, and the interactions between them. Otherwise, these movements run the risk of perpetuating the very injustices they seek to eliminate (Guthman, 2008). This weakness is where the strengths of community psychology can come into play. There are already numerous overlaps between community psychology and the food justice movement in their focus on social justice issues and holistic well-being. Community psychology, however, has the analytical and conceptual tools needed to provide critical insights into community dynamics that food justice activism needs to provide meaningful solutions to the communities they serve. Further, community psychology’s use of critical evaluation and asset-based solutions can help food justice activism evaluate its impacts to ensure they accomplish goals that are community-specific and community-building. There is still much work to be done in the burgeoning food justice movement, especially in Miami, but with the help of a critical eye, it has the potential to bring about meaningful community change.

**References**


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Living Community Psychology

**Written by Gloria Levin**

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“Living Community Psychology” highlights a community psychologist through an in-depth interview that is intended to depict both personal and professional aspects of the featured individual. The intent is to personalize Community Psychology (CP) as it is lived by its diverse practitioners. For this installment, we profile a children’s hospital-based researcher who incorporates community psychology principles and approaches in her work, while according first priority to raising healthy, caring children.

**Featuring:**

**Erin Hayes Kelly, Ph.D.**

**Principal Investigator, Shriners Hospitals for Children, Chicago, Illinois**

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Erin was raised in a close-knit neighborhood (Beverly) on the south side of Chicago with a predominantly white, Irish and Catholic population. Beverly’s community life revolves around the local Catholic parish, and the families are large. Erin was one of six children; her parents each had eight siblings.

The oldest of the six children, one could presume that Erin would have had major responsibility for raising her younger siblings. While she did her share of babysitting, she was somewhat shielded from this burden by her mother, also first born, who had been given great responsibility in caring for her eight siblings. Mrs. Hayes was quite the super mom, with a full time job (a special education teacher) and raising six children without outside household help. Erin premises that the stress of being a super mom may have contributed to her mother’s development of fibromyalgia.
from which she now suffers. Her father was and still is a tax accountant “but is as far from a corporate guy as you can imagine.”

Erin’s lifetime goal was to be in a helping profession. Her mother had taught in underserved public schools in Chicago and was very involved in the lives of her students. Her father also demonstrated service-oriented values. Her parents were very liberal and inclusive in philosophy which at times conflicted with the surrounding community. “Although we are Catholic, we are a pro choice family.”

The Hayes children all attended St. Ignatius, a Jesuit-run, scholastically competitive college preparatory high school in Chicago where “the question was not if we would go to college but where.” St. Ignatius’ location in downtown Chicago exposed Erin to a different world than that of the protected Beverly community. In addition, the Jesuit tradition -- “men and women for others” – strongly encouraged the students to use their lives to serve others.

Paying private tuition for all six children – “my high school was more expensive than college” – the family had to economize. They took modest vacations, usually a weekend road trip to a nearby state. It’s now as a parent that Erin realizes how much her parents sacrificed to provide a quality education and good life for so many children.

Very much a feminist, as early as adolescence, she also wanted to be a psychologist but only knew about clinical psychology. More specifically, she aimed to treat substance-abusing children. She attended college at the University of Illinois, Urbana/Champaign. As a psychology major, she was very influenced by a community psychology course she took, taught by graduate students, including Bret Kloos, Eric Mankowski, and Elizabeth Thomas. On the first day of class, the instructors presented a case study of a child with a problem and asked the students to suggest possible interventions. Most of the students’ suggestions related to changing the child’s external environment. The instructors then asked why, if so many of the proposed solutions were external to the child, that psychology focused so much on internal processes alone. Erin remembers – “all of a sudden, it clicked for me.”

Erin describes herself as wanting to help others, knowing her life was privileged compared to many others in society. But she had not yet put the pieces together as to how systems affect people from marginalized groups. “I was so naïve,” but once exposed to the values of community psychology, she found the key to her life’s work. In addition, Erin acknowledges that, being an emotional person, clinical psychology was not a good fit for her. “I needed some degree of detachment from a person’s problems for my own well-being.” She saw a research career as being one step removed from the direct emotional impact of working with people in need. But she also valued the action- and change oriented philosophy of community psychology.

While in college, Erin was very involved with Habitat for Humanity, serving on the student Board of Directors and developing a program that assisted recipient Habitat families by teaching them skills in family budgeting, etc. Erin was impressed by the local adult volunteers, in particular a woman physician who led a civically involved life. Another strong influence in college was a community intervention, field based course with Thom Moore.

Erin went straight from college to graduate school, without work experience in between. She was drawn to Chicago for graduate school, to be near her family. However, her application to the University of Illinois, Chicago (UIC) was originally rejected. She realizes now that her application was overly vague and general, compared with more sophisticated applicants who had more explicitly identified a professor with whom they wanted to apprentice. Although not naturally a networker, she took the initiative by calling the chair of the Community and Prevention Research Division, Chris Keys, to ask what she could have done to improve her application, fully expecting to apply the following year. Faculty member Fabricio Balcazar had just received two grants so had money to support a new graduate student, and Erin was interested in Fabricio’s work with at-risk children. He offered her a graduate student position. “Clearly, mine was a nontraditional acceptance.”

She based her master’s thesis on a small part of one of Fabricio’s grants, a contextual analysis of resilient youth with learning and cognitive disabilities – youth who were defined as resilient because they were still in school, despite the high drop-out rate. She expanded on the original idea and conducted a qualitative study, thereby immersing herself in an inner city public school setting. “Although Beverly was in the same city, inner city Chicago was like night and day.” She was struck by the many challenges faced by the students, families and staff. She compared her motivation for having a job during high school (paying for her school clothes) to that of the Chicago students (being responsible for putting food on the table for their families). Her prelims were on structural influences within school violence prevention, based on data collected as part of her master’s thesis.

Her research during graduate school was primarily collecting data for and analyzing study results, writing grant applications, etc. Those students headed for academic careers focused on getting papers published. “Not being interested in an academic career at the time, I didn’t focus on publications but did gain great grant experience.”

Erin studied with a number of professors in UIC’s strong community psychology program. Robin Miller introduced her students to the career path of applied evaluation, encouraging them to present at American Evaluation Association meetings. “I saw evaluation as a viable career option for myself. I wanted to work in an applied setting as I thought that was a concrete way to make a difference.” The skills she learned in graduate school, including research methods (taught by Robin), statistics (Becki Campbell) and ecological theory (Jim Kelly), still guide her current work.

While finishing her coursework, she became increasingly involved in disabilities research. Fabricio was gradually transitioning from the Psychology Department to the Department of Disability and Human Development, and she had office space in both departments. She simultaneously worked as an evaluator at Schwab Rehabilitation Hospital, studying the intersection of violent injury and
rehabilitation, and as project director for Fabricio on a peer mentoring program, called the Disabling Bullet Project. She decided to use this latter research for her dissertation project, doing her own data collection and employing a mixed-model design.

Her dissertation took a long time to complete, although she now realizes that the delay was a blessing in disguise in terms of the range and depth of experience she gained. She abandoned her first idea of studying a charter school because the school district was undergoing an audit. “I didn’t want to burden them with my research.” Instead, she worked on a grant that Fabricio had “inherited.” However, 2000 marked UIC’s one year moratorium on research studies due to NIH’s investigation of UIC’s IRB system. “This was perfect timing for our participatory project, as we had the time to root the research in the community. We were able to design the study in much more depth with the added year.”

A major study finding was that the mentors, who were employed to be role models, benefited greatly from the peer-mentor program themselves, not just the mentees. Positive impacts were found on measures of community competence and self-satisfaction. The young adults were high risk on several factors, in addition to their spinal cord injury. She became involved in the lives of these individuals, observing their psychological stresses and resource limitations.

Around this time (2004), Erin started dating (and eventually married) Mark Kelly, a friend from college who taught English in Japan after his college graduation. When Erin was on the job market, Ph.D. in hand, she narrowed her search to the Chicago area. “Once we had children, the proximity of two sets of grandparents was too appealing. We put down roots in Chicago.” Mark is a social studies high school teacher.

She was very interested in an evaluation position with the City of Chicago, but not only was the job affected by a hiring freeze but her PhD made her seem overqualified for that MA-level job. While waiting for the freeze to lift, she applied for a post doctoral position. Fabricio counseled her to take the postdoc to get exposure to public health. Ironically, soon after she accepted the postdoc offer, the city job was offered to her, but she turned it down. To this day, she wonders where she’d be now had she taken the city job.

During her two-year postdoc (2005-2007) at UIC, she volunteered to work with David DuBois where she contributed to his evaluation of a mentoring program for girls, exposing her to research with children. Up to that time, her work had involved older adolescents and young adults. It was during her postdoc that she heard of what became her current job, at Shriner’s Hospitals for Children, where she has worked since 2007.

She was very involved in SCRA during graduate school and keeps up her membership in SCRA to this day. However, SCRA is now her secondary association, her primary professional identification being the field of rehabilitation. Although her primary memberships (with spinal cord associations) are with organizations that do not focus on pediatric rehabilitation, “it’s all relevant to me because I can make connections from issues affecting adults to my child participants. For example, bladder management in adults with spinal cord injuries impacts the adjustment of children, both now and as they age.”

When she worked at Schwab, she studied the hospital environment in terms of creating healthy settings for youth but, when she made the move to Shriner’s, she broadened her focus to the quality of life for youth with chronic disabilities (including spinal cord injuries). Erin frequently consults the community psychology literature when she faces research problems. She attended the SCRA biennial conference when it was held in Chicago, but she is hampered by time and money to be more involved in SCRA. She recently joined SCRA’s Practice Council and volunteered to review mini grants.

The Shriners, a fraternal organization of adult males, founded a network of 22 hospitals in North America, with the first hospital opening in 1922. Erin is supported in her current position by grant funds. The organization historically has not permitted government funding but instead has funded its own research through a mechanism of awarding competitive research grants similar to the NIH R01 system. However, recently budgets have been cut significantly, making resources even tighter.

While she wishes her salary were not based on soft money, the upside is her fantastic boss, Larry Vogel, a pediatrician who has been an incredible research mentor. Once, when Erin lost funding, he advocated for her continuing on a bridge grant. “The funding situation makes me nervous. Also, you can only go so far in terms of your community-based research in a hospital environment.” She would love to do more community interventions but is not sure how feasible that will be. However, she is excited about the next stage of her work, which includes developing a participatory intervention to support parents and other caregivers of youth with spinal cord injury.

Dr. Vogel is especially valued as a family friend, having been very supportive as her family faces management of a chronically ill child. Her children are Colleen (age 4½) and Brendan (2½). Brendan has suffered from a mysterious illness, evidenced by recurrent fevers of 104 degrees which last a week at a time every 4-5 weeks. After an intensive year consulting with specialists, he was finally diagnosed with an auto inflammatory disease, called PFAPA. Fortunately, this diagnosis was the best case scenario of all those that were considered, because most children outgrow it, no other health consequences accompany PFAPA and several potentially effective treatment options are available. Having a child with a chronic illness has given her a new perspective on her research work.

Despite her multi-child family history, Erin and Mark will likely not grow their family beyond their two children. She has found it to be more challenging to combine a career and children than she had expected, constantly juggling competing demands. With her mother serving as an example, “I relieved myself from some stress when I came to the realization that I am doing the best I can.”

The grandparents (all of whom live within a 20-minute drive) have been wonderful, often taking care of Brendan when he is ill so she and Mark can go to work. Although Mrs. Hayes’ fibromyalgia is painful, she still is an active volunteer for her parish and community. Erin’s
father continues working as an accountant for a park district. One sister is a lawyer, working for the City of Chicago in investigations; two brothers are archivists. Another sister is a public school teacher, and the youngest sister is in college studying recreation. Four of her siblings live in Chicago, and one brother is in nearby Ohio.

In addition to caring for their children during the summer months, Mark bears his fair share of responsibility in the home throughout the year. However, Erin finds a significant difference between their attitudes. “I often wish I could be home with our children, especially when Brendan is sick. This emotional struggle impacts me more than it does Mark. Whereas, at times I feel guilty when I am at work, away from the children, Mark does not share this particular concern. He expects to work, without agonizing that he is not with the children. In contrast, when I’m at work, I’m calling home to check on things, and I’m the one heading the charge in negotiating Brendan’s medical care.”

She regrets that some of her earlier passion for changing the world through community psychology has been dampened by life realities. However, she is ingraining community psychology values in her children. She believes that the capacity for empathy is inborn in children, she and Mark are teaching them to be caring. For example, for Christmas, the children leave gifts under the tree for Santa to bring to less privileged children. “Although children can be selfish, they are also open to new ideas and can be so caring. Teaching them to be empathic was easier than I thought it would be,” she says. “I am excited to see the adults they will turn out to be.”

Organizational Studies
Edited by Neil Boyd

Measuring Capacity Building to Conduct Perinatal Depression Research Among Low-income Women
Written by Marjie Mogul,
Maternity Care Coalition and Rhonda C. Boyd,
The Children’s Hospital of Philadelphia

Capacity building is an integral part of community based research. It has been defined as interventions that have changed an organization’s ability to address health issues by the creation of new structures, approaches and/or values (Crisp, Swerissen, & Duckett, 2000). It is described as multidimensional, context-specific and ecological in occurring at the individual, group, organizational, community and policy levels (Goodman et al., 1998). Capacity building is often assessed qualitatively. In measuring capacity building, it is important to document the capacity building processes and their impact (Crisp et al., 2000). The purpose of this article is to present the process and outcomes of measuring capacity building of a community-based organization (CBO) to partner in perinatal depression research among low-income women in Philadelphia.

Perinatal depression encompasses depression that occurs during pregnancy and one year postpartum and is a serious public and mental health problem. There is considerable evidence of the deleterious effects of maternal depression on an infant’s functioning, including the domains of cognition, social functioning, and developmental milestones (Goodman, 2007). Moreover, women themselves are overwhelmed with the demands of new motherhood and often overlook the importance of treatment and the potentially detrimental effect of depression on their children. In particular, women living in poverty are at risk as they have been shown to have higher rates of perinatal depression (Segre, 2007).

Given the far-reaching effects of perinatal depression and the vulnerability of low-income women, there is a need to conduct community-based participatory research to promote the well-being of the women and their children.

As a result of this need, a community-academic partnership evolved over the course of seven years to address community concerns around perinatal depression among staff at a CBO. The partnership has focused on depression screening and the behavioral health referral process for perinatal, low-income women with depression in Philadelphia. The CBO is a private nonprofit agency that provides direct service, research and advocacy in high-risk neighborhoods through the use of a home visiting model using community health workers. The two partners, a community clinical psychologist and researcher from a local university and the Research Director at the CBO serving pregnant women and new mothers, conducted research studies focusing on perinatal depression screening and access to mental health services. Capacity building was a major aim of the recent study with an expected outcome that the CBO will have a greater capacity to participate as a full partner in collaborative research with perinatal, low-income women with depression.

Capacity building strategies included the establishment of a community advisory board, trainings on perinatal depression and the research process, and implementation of a community-based pilot intervention study with perinatal women with mood disorders.

We searched for an existing, validated instrument to measure capacity building. The Community Capacity Index (CCI; Bush et al, 2002) was chosen as an appropriate instrument, as it is designed to measure community capacity within a network of groups, where community capacity is defined as “a collection of characteristics and resources which, when combined, improve the ability of a community to recognize, evaluate and address key problems”. The instrument uses semi-structured, qualitative interviewing techniques to measure capacity in four “domains”: Network Partnerships, Knowledge Transfer, Problem Solving, and Infrastructure. The CCI rates a set of indicators within each of the four domains. They are scored
We also identified key informants to be research infrastructure was enhanced by Findings are presented below. The Community Psychologist question is: “There was CCI to administer. The Problem Solving was excluded upon implementation which domains and questions on the research, including the establishment of individual contacts between partnering informants identified several community members that were taking visible leadership roles in perinatal depression research, including the establishment of individual contacts between partnering organizations. However, few formalized partnerships to sustain a program or to allocate resources existed.

**Network Partnerships.** There was no change in this domain. The key informants identified several community members that were taking visible leadership roles in perinatal depression research, including the establishment of individual contacts between partnering organizations. However, few formalized partnerships to sustain a program or to allocate resources existed.

**Knowledge Transfer.** There was an increase in knowledge transfer. The CBO direct service staff increased their knowledge base in understanding and interpreting the issues surrounding perinatal depression screening and referral for mental health treatment. Research infrastructure was enhanced by participation in the process of applying for and implementing a federally-funded research grant, which resulted in strengthening the ability of the CBO to conduct further research. Areas for continued capacity building are in adapting the resources to meet the needs of the local community of perinatal women served by the CBO, incorporating evidence-based practices for perinatal depression and establishing structural arrangements to support knowledge transfer.

**Infrastructure.** Infrastructure consists of social, policy, and human/intellectual investments. There is an increase in social investment. The key informants described that members of the network have invested in developing and maintaining relationships with clear evidence of responsiveness to the concerns of each other. An example is that the academic and community partners have worked together to solve problems and maintained open and honest communication in their implementation of a research study focused on perinatal women. The key informants identified policy investments that have occurred to promote perinatal depression research. There was no change in the human/intellectual investment within a year. Although trainings focused on perinatal depression among the partners were identified, their benefits to the community were not demonstrated. Nonetheless, the improvement in infrastructure opened up opportunities for the CBO to participate in subsequent research studies on perinatal women.

To conclude, this article presents the measurement of capacity building of a CBO within an academic-community partnership focused on enhancing research for perinatal depression among low-income women. Within one year, a few improvements were observed in capacity building. Nonetheless, there are still more capacity building needed to advance the behavioral health of perinatal, low-income women with depression. Goodman and colleagues (1998) noted that community capacity is essential to develop, implement and maintain effective community-based health promotion programs. More formalized partnerships focused on perinatal depression with investments in infrastructure appear warranted in our local area. We recommend that community psychologists who conduct research or evaluations with community organizations measure capacity building as routine practice. It allows community psychologists and their community partners to be able to track changes in capacity building and identify areas for further growth. The process of measuring capacity building will be available as a tool for community organizations to continue to use, which is a means of knowledge transfer.

**References**


We are saying goodbye to a few Regional Coordinators and hello to new folks joining us. We have a new Student Regional Coordinator in the West Region, Erin Ellison, and we thank Danielle Kohfeldt and Samantha Hardesty for their excellent service in the West and Northeast as they transition to other adventures. Eylin Palamaro Munsell is moving from Ireland to Arizona, so we are delighted that she will continue to contribute to the TCP and serve as a Regional Coordinator for the Southwest. Judy McGrath will serve as our new International Regional Liaison in Ireland. This will also be my last column as Regional Network Coordinator. I want to thank all the terrific RCs and IRLs, as well as the Executive Council. It has been a pleasure to serve in this role and take part in the leadership of our organization. I look forward to crossing paths with many of you at future conferences and in other capacities. Have a wonderful summer!

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News from the Midwest
Written by Luciano Berardi

The Midwest region held its annual SCRA affiliated meeting at the Midwest Psychological Association on May 3rd, 2013. The SCRA affiliated meeting included 27 roundtable and symposia presentations and over 25 posters presented by undergraduate and graduate students from across the region. The quality of the posters presented by students was remarkable. Congratulations to our student poster presentation award winners: Rachael Suffrin, Alison Mroczkowski, and Michael Brubacher! The conference program can be found at: http://midwesternpsych.org/Resources/Programs/PROGRAM%202013R.pdf. After the SCRA affiliated meeting concluded, a social event at a nearby restaurant allowed members to have an informal opportunity to meet with students, practitioners, and faculty from across the region. This was a fun and relaxing time to eat and drink with fellow members and was attended by over 30 people. Some of the represented affiliations at the event were: Southern Illinois University Carbondale, Inver Hills Community College, University of Michigan, University of Illinois at Chicago, National Louis University, Metropolitan State University, Michigan State University, and DePaul University.

We are currently searching for another Midwest Regional Coordinator to begin September, 2013. Serving as a Regional Coordinator is a wonderful way to become more involved in SCRA and to connect with colleagues. For more information, or to send nominations (including self-nominations), please contact Luciano Berardi. Announcements or information for inclusion in future Midwest updates should be sent to Luciano Berardi (lberardi@depaul.edu).

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News from the Bay Area
Written by Erin Ellison and Regina Langhout

The network of Bay Area community psychologists and colleagues from other fields with interests in community-based research and intervention continue to meet once a semester for an informal colloquium. Our Spring symposium was held in May at University of California Santa Cruz. Jesica Siham Fernandez, doctoral candidate in social psychology at UCSC presented her work in progress on “Cultural citizenship and Latino elementary-school aged youth.” Aran Watson, doctoral candidate in clinical psychology at California School for Professional Psychology presented “Distress and healing from an invisible war: Richmond youth experiences of surviving and healing during ongoing violence.” Nine people attended from around the Bay Area, and the discussion was interesting and productive. If you are interested in attending and/or presenting at one of our meetings, please contact Erin Ellison or Gina Langhout.
a forum to informally discuss work in progress, network with other community practitioners, and provide an exchange of ideas related to community intervention work. The larger group meets twice a year, alternating between University of California Berkeley and University of California Santa Cruz, while encouraging smaller groups to form around particular interests. If you would like to be on our mailing list, please email Erin Ellison (eellison@ucsc.edu) or Gina Langhout (langhout@ucsc.edu).

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**News from the Northeast**

Written by Suzanne Philips and Samantha Hardesty

The Northeast region's yearly SCRA program at the Eastern Psychological Association (EPA) was a success. We had many strong submissions, from which we were able to assemble two days of programming at the EPA meeting in early March. The complete EPA program can be found at [http://www.easternpsychological.org/files/2013%20program%20online%203-1.pdf](http://www.easternpsychological.org/files/2013%20program%20online%203-1.pdf). Our keynote speaker at EPA was James Shearer of Spare Change News (see [http://sparechangenews.net/](http://sparechangenews.net/) for more information on this innovative organization). James provided an insightful, non-research perspective on community change. His talk underscored the pitfalls of trying to “fix it” from “above,” whether on the part of politicians or researchers, and the value of deeply rooted community-based work. Many early-career students were in attendance, and James did a great job of developing their understanding of community psychology. Book-ending the keynote on Saturday were a pair of “healthy” symposia. In the morning, Chris Kirk (Atlantic Health System) chaired a session on the future of health care under the Affordable Care Act, with special emphasis on implications for community psychology. In the afternoon, Julie Pellman (St. Francis College) chaired a symposium on health and food, which touched on obesity, homelessness, youth, and nutrition. Sunday’s program opened with a symposium on sexual minority stress, which was chaired by Chana Etengoff (CUNY Graduate Center); presenters spoke to the interplay of discrimination, religion, intimacy, race, and the online environment. Sunday mid-day, SCRA posters were presented, and Sunday afternoon was filled with paper sessions. Kudos go out to the large number of students on Sunday’s program, who did a highly professional job both in conducting and presenting their work. Looking forward, the Northeast region hopes to bring on board two additional coordinators, one faculty/professional-level and one student-level. As we look ahead to the next year, we prepare to say goodbye to our graduate student representative, Samantha Hardesty, whose term ends in August 2013. Samantha has been instrumental in maintaining the connections among our new coordinators and in the planning and preparations of the SCRA programming at EPA. Additionally, despite bringing on 2 new members this year, our region continues to be short one faculty-level coordinator position. Coordinators serve three year terms and provide regional leadership and guidance to the processes of membership development, activities, and communication. If you are interested in serving at either the faculty/professional or student level, please contact Michelle Ronayne at mronayne@gmail.com

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**Australia/New Zealand and the Pacific**

**International Regional Liaison**

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University of Western Australia

**Training, Women, War and Peace**

Written by Katie Thomas

Recently SCRA Australia hosted a workshop with Professor Maurizio Andolfi who is an expert in migration issues and an internationally acclaimed Social Community Psychiatrist. Professor Andolfi studied medicine and child psychiatry at the University of Rome but credits the time he spent in New York city in the early 70s as Fellow in Social Community Psychiatry at the Albert Einstein College of Medicine as giving him foundational understanding of the importance and impact of community and community systems. Much of this time was spent working with disadvantaged families of different ethnic groups in the South Bronx and later South Philadelphia. Professor Andolfi studied with Salvador Minuchin, Jay Haley and Carl Whittaker and was Visiting Professor at the Department of Mental Health Sciences of the Hanheman Medical College in Philadelphia. While he values all of these experiences he describes his own “cultural marginality” as teaching him how to stay on the fringes of scientific discourse without giving up common sense and the expertise that comes from real people in their social contexts. Professor Andolfi has lived for extensive periods in Europe, the United States and Australia and on this basis gave a cultural de-construction of mental health and cultural systems. The workshop was an interactive forum. Professor Andolfi commented that the Australian system is one that purports to value community life but will not pay for group or community interventions: only for the treatment of individuals. He demonstrated how this slightly schizoid perspective is counter-productive to healing and community development processes. Over 15 different countries were represented at the workshop and migrants from different regions contributed their perspectives on the...
strengthen, weaknesses and blind spots in Australian community work. The workshop highlighted the pathologization of individuals and imbalanced responses which can occur if they are considered in isolation from their social systems and community life. This was a Professional Development (PD) activity eligible for Community Psychologists to maintain obligations under the new Australian Health Practitioner Regulation Agency and the Psychology Board of Australia. SCRA will continue to offer PD activities on a regular basis that can qualify for PD points and has recently received authorization to host the PBS Series: Women, War and Peace across the region. Regional members who would like to host a film screening or organize a Community Psychology PD activity are encouraged to contact their State representative.

Ireland
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News from the Republic of Ireland

All Hallows College is a small Catholic Vincentian college associated with Dublin City University, the mission of which is to train leaders to effectively engage in social justice and service throughout Ireland. Recently I spoke with Patrick McDevitt, the President of All Hallows College, Mary Ivers, the Head of Psychology and Shannon Williams, a visiting Ph.D. student from DePaul University about plans to create a new community psychology program, the first in Ireland. We discussed their vision for the new program and how the values of community psychology align with the school’s mission. The goals of All Hallows are informed by the fundamental mission of St. Vincent DePaul. St. Vincent was committed to a life of service to those most in need and he did so with a respect for the dignity of all people. According to Patrick, one of the most important aspects of this mission includes working collaboratively with diverse individuals for the greater good. St. Vincent felt that teaching others to be leaders strengthens communities and that the streets are the ideal place to teach, help and learn. With this mission in mind, All Hallows is currently designing an undergraduate degree program in community and social psychology. All Hallows has a strong joint honors program in theology and psychology which has an emphasis on community-based service learning and a mandatory volunteer program. Subsequently, the new program would build on the strengths of the current curriculum. Shannon had the opportunity to teach community psychology this spring semester and says the students are enthusiastic.

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News from the Middle East
Written by Carine Abouseif
(an undergraduate at AUC)

This spring, community engagement between a Sudanese organization, the Nuba Mountains International Association (NMIA), located in Egypt and a research team from The American University in Cairo (AUC) led to the implementation of a cultural event—Nuba Day. As requested by the planning committee of the NMIA, this event aimed to gather members of thirteen tribes in order to express their cultural traditions. As the situation in Egypt remains harsh and uncertain, especially for refugees living in the area, the Sudanese community finds itself distanced from its culture and traditions as well as faced with difficulties in performing these activities within Egyptian society. This is especially the case for the youth who were born and
raised in Egypt and may be unaware of various Sudanese cultural practices. Therefore, Nuba Day included dancing and singing performances that took place at the university campus. The organizing body at The American University in Cairo consisted of a faculty member, Dr. Amy Carrillo, and three undergraduate students, Omar Ibrahim Ezzeldin, Seham Kafafi, and me. Our role was to facilitate the execution of the event and provide the community with a space. Throughout, the group kept records of the planning process, the various interactions, the necessary skill sets required and the experience of collaborating. The purpose of the project was to explore the dynamics of a multi-cultural interaction as part of the planning process. Nuba Day took place on April 26, 2013, thanks in part to SCRA’s Community Mini-Grant. Photographs were taken of the various performances and the community was provided with an opportunity to express its cultural practices as a group. During the event, the research team was able to learn more about the culture, the community, and the dynamics that are involved within the Sudanese society. In addition, the students learned a variety of skills and techniques that are applied in community psychology. In fact, a focus group session is planned to take place in order to evaluate the event, discuss the learned applications of community psychology and assess the planning process. The findings will be shared at the SCRA biennial in June.

Rural Issues
Edited by Susana Helm and Cecile Lardon

Announcement:
Theory, Research, Teaching/Learning, Service, Practice.

For the Rural TCP columns we will be highlighting the work of community psychologist in their rural environments. In addition to polling our current members, we are also soliciting submissions for upcoming issues. Among other areas of interest, we would like to know...

How did you become a rural community psychologist?
What type of rural activities are you involved in now?
What were critical aspects of your training that influence[d] your commitment to improving rural wellbeing?
How do you incorporate a rural voice in your teaching?
What theories best inform your rural endeavors?

This is a great opportunity for students to share their preliminary thesis or dissertation work. We also welcome inquiries, if you have an idea that you are developing. With any submission, we will provide timely feedback in the form of track changes and comment bubbles on your word document, so that a series of revisions is possible. We aim for submissions of about 1200 words, with up to 10 APA style references. Photographs (jpegs) and other graphics enhance articles, which are now published in color! Please send submissions to Susana (HelmS@dop.hawaii.edu) and Cecile (cslardon@alaska.edu).

Brief Report:
Puni Ke Ola – Life Flourishes in a Drug-Free Community
Written by Susana Helm,
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Puni Ke Ola

Rural Health Resources are Limited.
Health resources are limited in rural areas, including high quality substance use prevention. Fortunately, rural prevention is becoming a national priority. Emerging federal legislation, such as The Affordable Care Act, has included provisions for enhanced delivery of prevention interventions in rural areas (Frank, 2011), which may make a significant impact on rural health and health disparities. Differences in health risks among adolescents have indicated a consistent pattern with rural students at most risk (Atav & Spencer, 2002). While research on youth drug prevention historically has had an underrepresentation of rural populations in their samples, thereby creating a dearth of knowledge specific to these populations (Tobler & Stratton, 1997); higher prevalence rates of adolescent alcohol and other drug use have been indicated among rural youth (Gilvarry, 2000; Pruitt, 2009). Furthermore, in comparative national analyses, a drug substance use problem is evident in rural compared to nonrural areas, especially among youth (Substance Abuse and Mental Health Services Administration, 2004).

Intersection of Rurality and Indigeneity.
The majority of Native Hawaiian youth reside in rural communities throughout the State of Hawai`i (Accountability Resource Center Hawai`i, 2011). The issue of rural substance use is complicated further for Native Hawaiian youth, as there has been a documented lack of evidence-based drug prevention programs developed for indigenous youth in general, and specifically among Hawaiian youth (Edwards, Giroux, Okamoto, 2010; Mokuau, Garlock-Tualii’i, Lee, 2008; Rehuher, Hiramatsu, Helm, 2008). Substance use is a serious problem among Hawaiian youth across the State of Hawai`i, not only in rural areas. For example, Hawaiian students in 6th to 12th grade reported higher rates of lifetime and 30-day alcohol use when compared to the statewide sample (Pearson, 2003). Rural Hawaiian youth seem to have the most difficulties. For example, Hawaiian middle school students living in rural communities reported experiencing more drug offers and higher use rates than their non-Hawaiian peers (Okamoto, Helm, Giroux, Edwards & Kulis, 2010). Still, not enough is known to be able to develop a model of youth drug prevention based in Hawaiian epistemology, though the epidemiology and extant literature suggest this would be beneficial for.
Hawaiian youth populations, particularly those living in rural, underserved communities. **Prevention Science and Participatory Action Research.** Prevention science has made great strides in the past decade to improve criteria by which programs are deemed effective (Flay, Biglan, Boruch, Castro, Gottfredson, Kellam, *et al*, 2005). Yet the current scientific progress has left rural Hawaiian communities behind. Although it is possible to demonstrate positive program-level outcomes across ethnocultural groups by expanding sampling strategies to include diverse groups of youth, an expanded sampling strategy does not equate to program-level contextual relevance (both place-based and culturally-grounded), even if culturally tailored. Cultural adaptations have not been sustainable, in large part, because they have been derived from external epistemologies. Adaptation can have adverse impacts on indigenous communities by further marginalizing indigenous ways of knowing (Cochran, Marshall, Garcia-Downing, Kendall, Cook, McCubbin, Gover, 2008; Smith 1999). These scientific standards, which otherwise may silence indigenous prevention knowledge and practices, have the potential for attending to culture-specific epistemology in content and process by using a participatory action research approach (e.g Helm & Okamoto, 2013; Mohatt, Hazel, Allen, Stachelrodt, Hensel, Fath, 2004; Trimble & Fisher, 2006).

**Puni Ke Ola Project.** The Puni Ke Ola project was initiated from a desire to use a youth drug prevention program that is grounded in Hawaiian epistemology. Puni Ke Ola translates to “life flourishes”, and references bringing about the best. Puni refers to embracing; and ola signifies life and life giving forces. Puni beckons ancient knowledge, as it more commonly is used in older mo`olelo (historical knowledge). Our name symbolizes the core role of traditional Hawaiian epistemology that guides our research and practice.

Because we were unable to identify a nationally recognized evidence-based practice in drug prevention that had been grounded in Hawaiian epistemology (Edwards *et al*, 2010; Rehuer et al 2008), concerned citizens teamed with university researchers in an effort to develop our own “Native Hawaiian Model of Drug Prevention.” Our goal is to have our model nationally recognized as an evidence-based practice so that we may use it ourselves, and so that it is available to other rural Native Hawaiian communities. While our participatory action research team has been active since 2006, our efforts from 2006-2012 had focused on building relationships for community-based and school-based practice. In 2012-2013 we were fortunate to be awarded a set of small grants to initiate the first phase of our research. We received pilot project funding from The Queen’s Medical Center, the Diversity and Equity Initiative, and the SCRA Mini-Grant. With an all-volunteer staff from the community and the university, we recently concluded data collection consisting of eight photovoice focus group sessions with Native Hawaiian haumana (student, apprentice). While the overarching theme has been Hawaiian epistemology to promote wellness and prevent drugs, each photovoice focus group theme emerged from the prior discussion. When school resumes in August 2013, we will embark on the next phase of intervention development - cultural auditing and analyses to identify and elucidate key elements for drug prevention process and content.

**Rural Youth Leaders.** The community-based co-PI/Project Coordinator recruited haumana who had demonstrated leadership in the area of drug prevention. These youth recruited their friends and `ohana (family) to join the project. Ten youth leaders joined the project, ranging in age from 13 to 18 years old. We expect that more haumana will join the project when school resumes and cultural auditing begins.

Initially, we facilitated an intensive 3-day orientation and training session with haumana to teach storytelling, image ethics, and basic photography (Figure 1). Haumana were provided high quality point-and-shoot cameras for the duration of the first phase of the project from November 2012 through May 2013. As is customary in community-based participatory action research, this part of the project culminated in a Community Celebration. Haumana rehearsed their 2-hour presentation both on their own and as a group, and were so well prepared that the adult facilitators were able to relax and join the audience during the Community Celebration. The celebration began with a pule (opening offering, prayer, blessing). The event continued with each haumana describing the photovoice themes we had identified and discussed in groups, and by showing selected photos that the youth leaders felt best represented these themes (Figure 2). Next a pule was offered for the food, and the community was invited to enjoy the pupus (appetizers) while viewing the photo gallery. Each haumana had displayed their best photos with captions on science fair boards. The captions stated the mana’o (thought, belief, theory, meaning) and `ike (to know, understand, experience) in terms of Hawaiian epistemology, wellness, and drug prevention (Figures 3 & 4). After about a half an hour the audience was reconvened, at which time the haumana shared what they had learned from participating in the project.

`Uhane. This part of the presentation represented `uhane (soul, spirit, ancestral knowledge), or the importance of moving beyond `ike and mana’o, to speak from the na`au (gut, affect, of the heart & mind) by sharing mana (spiritual energy, spiritual power). Community members and visiting dignitaries from the State of Hawai’i were similarly invited to share (Figure 5). We concluded with a pule pa`a (closing prayer). In terms of Hawaiian epistemology, `uhane is an elemental feature (McGregor, Morelli, Matsuoka, Rodenhurst, Kong, Spencer, 2003), but often purposefully omitted in western-based interventions due to overgeneralizing the concept of church-state separation. We honored `uhane from the inception of the project, and felt it was appropriate in a public venue given our goal of embracing Hawaiian epistemology as a health practice. The haumana and the project received kudos for retaining this piece in our presentation, and suggested that `uhane needs to be a core component of our evidence-based practice for rural Native Hawaiian youth and communities.

**Future Directions.** We are hoping that by the end of the next fiscal year, we will have developed an intervention model that we can begin implementing and evaluating the following year. In addition
to ‘uhane, preliminary analyses indicate that other core components will be mana and na‘au, ‘ohana, kupuna (elders), and cross-generational teaching & learning; and likely will be community-based, and school-linked.

References


Frank R. (2011). Reforming the problem of disparities: Health care system change and improved behavioral health. Plenary presented at: The From Disparities Research to Disparities Interventions: Lessons Learned and Opportunities for the Future of Behavioral Health Services Conference; April 5-8, 2011; Arlington, VA.


School Intervention Interest Group
Edited by Melissa Maras and Joni Splett

Greetings from the School Intervention Interest Group! Over the past several months, there has been an increased focus on school safety as we grapple with the tragedy in Newtown, CT. Among a variety of proposals intended to insure the safety of young people in our nation’s schools, there is a renewed dialogue concerning the presence and function of police officers in schools. In this issue, we offer an article that describes one proactive approach to engaging school resource officers in promoting social, emotional, and behavioral health among high school students in one district. Beginning with a basic overview of school resource officer roles and responsibilities, these authors illustrate the potential breadth of how school resource officers can function in schools through a case example. They conclude with recommendations for how community psychologists and other professionals can support expanded roles for school resource officers in helping all students succeed.
Recent tragic events in the United States, such as the shooting at Sandy Hook Elementary School in Newtown, Connecticut in December 2012, have renewed the national dialogue on issues of safety in schools (Cowan, Vaillancourt, Rossen, & Pollit, 2013). As schools and policymakers continue to identify ways to address this societal challenge, specific suggestions have varied - ranging from locking access doors to increasing access to mental health services (Cowan et al., 2013). Growing attention, however, continues to focus on the role of police officers in schools (i.e., school resource officers (SRO); Cray & Weiler, 2011; Weiler & Cray, 2011). Estimates suggest that there are approximately 17,000 SROs in U.S. schools nationwide (Brown, 2006). In response to the Sandy Hook tragedy, President Obama called for adding up to 1,000 more (Now Is The Time, 2013).

As national attention draws focus to the role of SROs, it is timely and important to consider the variety of ways that SROs can support school priorities and student success. Not only do SROs have important responsibilities in relationship to enhancing school safety, but they also can serve broader roles within school systems aimed at supporting student learning and healthy development (Canady, James, & Nease, 2012; Cowan et al., 2013; Cray & Weiler, 2011; Johnson, 1999). This paper provides an overview of potential SRO roles and responsibilities, including a case example highlighting the role of SROS in supporting students’ social, emotional, and behavioral health, and suggestions for how community psychologists and other professionals might support related efforts.

School Resource Officers: An Overview of Roles and Responsibilities

The primary responsibilities of SROs are oftentimes categorized within three broad domains – law enforcement officer, law-related educator, and mentor/student support staff (Canady et al., 2012; Cowan et al., 2013; Cray & Weiler, 2011).

- **Law Enforcement Officer.** SROs are “sworn police officers assigned to work in a school or a group of schools to promote a safe learning environment for all involved” (Cray & Weiler, 2011, p. 164). In this role, SROs enforce all state and local laws and serve to maintain the safety of the school environment.

- **Law-Related Educator.** Many SROs are well-versed on a variety of topics such as conflict resolution, internet safety, bullying, and peer pressure. In this role of educator, they can teach classes or lead discussions with smaller groups of students on these issues.

- **Mentor/Student Support Staff.** SROs also serve as resources for students, parents, and school staff. Oftentimes, students will approach SROs with personal, academic, family, or law-related problems. In these instances, SROs can serve as important adult role models and mentors to students. They also can refer students to school or community services and supports they might need. Many times, SROs also are involved as collaborative members of student support teams and/or school crisis intervention teams.

It is important to note that the specific roles and responsibilities of the SRO may vary according to school context (Cray & Weiler, 2011). In some schools, the SRO may only engage in law enforcement, while in other schools, the role might encompass all three domains. Differences in the SRO role also may be due to how the position is funded. For example, the school district might directly fund the position, while in other cases, local police or sheriff’s departments may fund the position directly. In these cases, scholars recommend creating a memorandum of understanding to clearly articulate the roles and responsibilities of the SRO in the school setting (Cray & Weiler, 2011).

Case Example: Engaging SROs to Support Students’ Social, Emotional, and Behavioral Health

Dropout prevention is a key priority for many high schools today. More than one-third of students drop out of school in the ninth grade, and for those who do not pass the ninth grade, the risk for dropping out is even greater (Alliance for Excellent Education, 2010). Key risk factors for drop out include poor academic achievement and unmet social, emotional, and behavioral health needs (Hammond, Linton, Smink, & Drew, 2007). In one southeastern community, school and community leaders identified these needs in their repeat ninth grade population. Not only were these students falling behind academically, but many of these students also were experiencing social, emotional, and behavioral challenges that impeded their ability to be successful in school. An innovative partnership and pilot project emerged in response that included the Richland County Sheriff’s Department, the University of South Carolina’s (USC) College of Social Work, and four high schools in one local school district.

In this school district, the Richland County Sheriff’s Department hires, funds, and assigns two SROs to each high school. These SROs serve in the role of law enforcement officer, law-related educator, and mentor/student support staff. Through the involvement of the USC’s College of Social Work, graduate social work students are now placed as graduate trainees with the SROs at each school. It is through this collaborative relationship between the SRO and the graduate trainees that more intensive services and supports can be provided to students repeating the ninth grade.

The exact nature of the services and supports offered depends on individualized student needs. More specifically, trainees secure parental consent and youth assent, and then conduct a comprehensive biopsychosocial assessment with each ninth grade student. Next, the trainees work collaboratively with the student to identify target goals for their work together. Many of the goals identified relate to reducing stress.
and anger, as well as increasing social skills and problem-solving skills. The trainees also work with their SROs, who many times already have an established relationship with these students due to behavioral incidences, as well as other school professionals to identify and coordinate the best resources and supports for that student. The SRO also supports the trainees around law-related issues relevant to a student (e.g., educating the trainee on the process and procedures utilized when a student gets caught selling drugs on school property), accompanies the trainee on home visits, and makes referrals for other high school students who might come to them needing additional support. While still in pilot phase, preliminary evidence suggests that many of these ninth grade students benefit from these services. In addition, the trainees also benefit through learning how best to effectively collaborate with SROs in the school setting as part of their graduate training and preparation.

Implications for School Safety and Student Well-Being

Preliminary lessons learned through this project offer several key ideas to consider as community professionals, school professionals, and others work to enhance school safety and promote the overall well-being of students in their community. If your school community has an SRO, the following strategies might be considered:

Get to know your SRO. As with any school or community professional, while job titles might be the same, the roles and responsibilities of each individual person may be different. Meeting with the SRO and informally discussing with them their role in the school is an important first step to consider, particularly as it may help identify potential ways to strengthen collaboration.

Share information and engage SROs as part of school teams that support students. Information sharing with SROs is critical to ensure that they understand school procedures, programs, and other resources and supports. The law enforcement background of SROs makes them well prepared to enhance school safety. SROs are not necessarily trained, though, around educational issues (Brown 2006; Cowen et al., 2013). As such, sharing information about the school system that could help expand their role beyond school safety is important. It also would be important to make sure that the SRO is part of, as well as understands their critical role within, any referral system or school-based team designed to link, refer, and help students identified as needing extra support (Cowen et al., 2013). Not only can their representation lead to different perspectives on a student concern (Iachini, Anderson-Butcher, & Mellin, in press), but they also might be able to provide relevant family and community context critical for designing the most comprehensive plan to support a student’s needs.

It is important to remember that not all school communities have a SRO. Many are still working, however, to develop localized solutions to address issues of safety and student well-being in schools. In these situations, the following strategies might be considered:

Begin conversations around safety and well-being in your community. Identifying and initiating conversations with diverse stakeholders who also have a vested interest in the safety and well-being of students is something to consider. For example, approaching stakeholders from local law enforcement agencies, community mental health agencies, local universities/colleges, or other agencies that also are interested in the success and well-being of students can shape conversations around the community’s needs and challenges in promoting school safety and student well-being.

Create structures that continue fostering community partnerships. Many times, informal conversations can result in the formation of formal partnerships. Creating structures such as community partnership tables, community school forums, formal networks, or other opportunities for regular communication and collaboration among multiple stakeholders sharing a common purpose is important. Over time, these partnerships could potentially result in the creation and/or re-design of new positions, programs, or services to meet the needs of your school and/or community. The case study shared here illustrates how initial conversations among diverse partners resulted in providing a new service to a student population in need of support.

Conclusion

As the national dialogue continues on school safety and supporting student success, it is important to consider how conversations around these issues are shaped and responded to within local school communities. Given the focus here, promoting expanded roles for SROs in the school context and ensuring SROs are linked to social, emotional, and behavioral service delivery systems can be important responses to consider. Hopefully the case example and suggestions offered here provide potential ideas for others as they work to develop localized and multi-faceted responses to support the safety and well-being of students in their communities.

References


Student Issues
Edited by Jessica Fernandez and Danielle Kohfeldt

Community Psychology
Under the Radar: The Work of Homeless Service Providers in Ireland
Written by Rachel Manning, University of Limerick, Ireland

The field of community psychology remains largely underdeveloped in Ireland. This, as in many other countries, is due to qualitative and numeric shortfalls in formal education and training on community approaches (Burton, & Kagan, 2003). Moreover, many applied service provision models are removed from, and often resistant to, the core ideologies of community psychology. This is particularly true in the field of homelessness, where dominant service provision models remain provider-led and informed by a deficits-based approach. In spite of this, however, I have witnessed some remarkably innovative applications of community psychology in my research.

First, it is important to outline the research that underpins this piece. My primary interest is the ecological nature of empowerment, and ultimately recovery, in homelessness. Drawing on existing literatures, recovery in homelessness is understood as the ‘experience of positive change in the aftermath of adversity’ (Anthony, 1993).

Homeless individuals report recovery across many life domains, for example reduced substance use or reconnection with family (Kirkpatrick & Byrne, 2009). Although recovery is subjective and non-linear, the transactional relationship between homeless service consumers and the service environment can provide valuable insights into the process (Hall & Nelson, 1996). I have conducted over 50 qualitative interviews with homeless service providers. In these interviews, many service providers described their everyday practice in ways that resonate strongly with community psychology philosophies.

This was a surprising finding because these service providers work in services that subscribe to a ‘Continuum of Care’ philosophy. These services aim to teach ‘housing-readiness’ by rewarding consumers who obey rules with progression toward independent living (Tsemberis, Gurluc & Nakae, 2004). Here, provider expertise is emphasized as a means to protect consumers from their own bad decision-making and also to ensure smooth running of services. In reality, however, there are many barriers to the progression of consumers toward independent living. This means that the effectiveness of these services is limited.

For example, many homeless service consumers are unwilling or unable to comply with service rules (e.g. sobriety), which can result in long-term hostel dwelling or even eviction in the current system (Tsemberis et al, 2004). Even if these individuals do manage to comply with provider demands, in these recessionary times there is a significant shortfall of decent, affordable housing to which they can progress. Moreover, even if suitable move-on accommodation can be sourced, the stigmatization of homelessness often fosters resistance among landlords to let property to these individuals. These are just a few examples of how the current system reinforces disempowerment and so leads to poorer homeless service consumer outcomes.

These characteristics appear to completely contradict community psychology ethos. The prevailing provider-led system could even be seen as inhibitory to the future development of community approaches. While it is hard to disagree with these sentiments on a systematic level, it is important to acknowledge the service providers working within the system who are driving a growing undercurrent of empowerment philosophy within services.

Some of the key community psychology values that many service providers discussed will be briefly outlined below, including ‘dignity and respect’, ‘capacity building’ and ‘community integration’ (Nelson, Prilleltensky, & MacGillivray, 2001).

Dignity and Respect seems incompatible with Continuum of Care services. By enforcing rules on when to eat, sleep or socialize, providers undertake a parental role and ultimately infantilize consumers (Hoffman & Cofey, 2008). The literature on helping behavior suggests that when power relations are unequal in this way, the receiver group may be reluctant to seek help from the dominant group (Nadler, 1998). Homeless individuals have reported opting to street sleep rather than engage with services that they perceive as ignominious or disrespectful (Hoffman et al, 2008).

Although current systems seem fundamentally obtuse to the importance of genuine dignity and respect, many service providers working within these systems appear to be greatly enlightened. One service provider utilized words akin to those of Saul Alinsky (1972) to describe his work:

“…Having respect for people, genuine respect. You hear a lot these days about being politically correct, but what happens is people learn to say what is politically correct, but there is nothing behind it… no one is in
here because they are stupid... And I mean no matter how nice you are to people, or how well or correctly you speak, if there's nothing behind it, they can see it..."

These values promote better consumer-provider relationships, and in all likelihood, better consumer outcomes. Furthermore, only when providers genuinely hold these values can they work to build on the existing strengths of homeless individuals, which lends to the second value that emerged in the course of these interviews—

**Capacity Building** involves recognizing and helping individuals to capitalize on their existing strengths and resilience (Alinsky, 1972). The human potential that exists in this context is easily recognized when the life histories of homeless individuals are considered. On average, homeless individuals report seven major life traumas (Stump & Smith, 2010), including poor health, violence, abuse and crime. To be still standing and seeking help in the aftermath of such histories exemplifies strengths that many housed individuals cannot claim to have. This human potential has been further exemplified with recent media sensations such as Billy Ray Harris, a panhandler who returned a diamond engagement ring to its rightful owner in Kansas.

Despite this, many services that interact with homeless individuals on a daily basis still fail to recognize the strengths and resilience that consumers possess (Hoffman et al., 2008). *Continuum of Care* systems are mainly concerned with harm prevention and limiting the damage caused by ‘chaotic’ consumers. This approach is usually justified by difficulties such as challenging consumer behavior or chronic resource shortages. Although these difficulties should not be understated, this current model has been adequately described as a ‘fire fighting approach’ because although it may keep people alive, it fails to further foster the potential that exists within this community.

Once again, it should be acknowledged that some service providers in this system do see beyond the flames. For example, one service provider spoke of consumer achievements, including ‘passing a driving test’ and ‘having artwork displayed publicly’. In line with community psychology ethos, this provider described his professional role not in terms of coercion or maintenance, but in terms of eliciting the strengths and values that consumers already possess:

“...It never ceases to amaze me what people have in them, if you find it...”

Both ‘Dignity and Respect’ and ‘Capacity Building’ as community psychology values are intricately linked to a final pillar of empowerment that will be discussed:

**Community integration** supports identity development, social roles and full participation in society and so it can empower individuals toward recovery (Lord & Hutchison, 1993). Although community integration was a key motivation for deinstitutionalization programs of 1980s Ireland, hospital closures were insufficiently supplemented with follow-up support. As a result of this, successful integration into community life was not achieved for many. In response to this, today’s *Continuum of Care* homeless services came into being (O’Sullivan, 2006). While these services are a step away from institutionalization, many are congregate environments that still foster segregation and isolation.

For example, conditions such as curfews, limited visiting, gender segregation and strict mealtimes limit consumers from fully participating in the wider community (Tsemberis et al., 2004). Even though the dominant model of service provision does not seem to recognize the importance of community integration as a source of empowerment and recovery (Lord et al., 1993), some individuals working within the system do.

One service provider describes succinctly the ways in which the current system can fail consumers and also the way that she is actively fighting to promote recovery experiences and community integration:

“...I'm not just burying young men from overdoses. We are actually working with them to become people, members of society that can put something back...”

By integrating back into the community, homeless service consumers have a wider platform from which recovery experiences can manifest (e.g. getting a job). Therefore by supporting this, providers not only foster recovery but also simultaneously bring down the numbers of individuals repeatedly using homeless services.

In sum, the recognition of existing, on the ground strengths is a fundamental aspect of community psychology approaches. In line with this, I advocate the recognition of the service providers who swim against the tide in their everyday practice by utilizing community psychology approaches for the betterment of homeless individuals in Ireland.

Most homeless service providers have never received formal education in the principles and practice of community psychology, yet they are nevertheless sowing its seeds at the grassroots level. More importantly, by recognizing the merits of community psychology values such as dignity and respect, capacity building and community integration, these service providers are likely to facilitate consumer recovery beyond the rather low expectations of those who are mired in the current system. Because these service providers are still in the minority, the recovery experiences may still be undermined by certain predominant characteristics of service delivery. At the same time, the positive changes to homeless services that we are beginning to see are surely attributable, at least in part, to those practitioners whose work infused with the spirit of community psychology.

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**References**


Best Dissertation on a Topic Relevant to Community Psychology:

The purpose of the Society for Community Research and Action annual dissertation award is to identify the best doctoral dissertation on a topic relevant to the field of community psychology completed between September 1, 2011 and August 31, 2013 — any dissertation completed within these dates may be submitted. The completion date for the dissertation refers to the date of acceptance of the dissertation by the granting university’s designee officer (e.g., the graduate officer), not the graduation date. Last year’s nominees (excluding the winner) may resubmit dissertations if the dates are still within the specified timeframe. **Criteria for the award:** Relevance of the study to community psychology, with particular emphasis on important and emerging trends in the field; scholarly excellence; innovation and implications for theory, research and action; and methodological appropriateness.

**Emory L. Cowen Dissertation Award for the Promotion of Wellness:**

This award will honor the best dissertation of the year in the area of promotion of wellness. Wellness is defined consistent with the conceptualization developed by Emory Cowen, to include the promotion of positive well-being and the prevention of dysfunction. Dissertations are considered eligible that deal with a range of topics relevant to the promotion of wellness, including: a) promoting positive attachments between infant and parent, b) development of age appropriate cognitive and interpersonal competencies, c) developing settings such as families and schools that favor wellness outcomes, d) having the empowering sense of being in control of one’s fate, and e) coping effectively with stress. The dissertation must be completed between September 1, 2011 and August 31, 2013 — any dissertation completed within these dates may be submitted. **Criteria for the award:** Dissertations of high scholarly excellence that contribute to knowledge about theoretical issues or interventions are eligible for this award.

**For Both Dissertation Awards:** The winners of both dissertation awards will each receive a prize of $100, a one year complimentary membership in SCRA, and up to $300 in reimbursement for travel expenses in order to receive the award at the APA meeting in 2013. **Materials required:** Individuals may nominate themselves or be nominated by a member of SCRA. A cover letter and a detailed dissertation abstract should be submitted electronically to the Chair of the Dissertation Awards Committee. The nomination cover letter should include the name, graduate school affiliation and thesis advisor, current address, phone number, and (if available) email address and fax number of the nominee. The abstract should present a statement of the problem, methods, findings, and conclusions. Abstracts typically range from 4-8 pages and may not exceed ten double spaced pages, including tables and figures. Identifying information should be omitted from the abstract. **Evaluation process:** All abstracts will be reviewed by the dissertation award committee. Finalists will be selected and asked to submit their full dissertation electronically (finalists whose dissertations exceed 150 pages may be asked to send selected chapters). The committee will then review the full dissertations and select the winners.

**SCRA Early Career Award**

The purpose of the SCRA Early Career Award is to recognize community psychologists who are making a significant contribution to the field of community psychology and to APA Division 27, Society for Community Research and Action. **Criteria for the award shall include:**

1. The candidate must be 8 years or less from receiving their terminal degree.
2. Made an important contribution to community psychology. Examples include a research paper, community organizing, or policy change at the local, state or national level.
3. Be an active member of the Society for Community Research and Action.
4. Have two letters of support.
5. Develop a Significant Contribution statement that includes the following broad headings:
   - Describe your contribution to the field of community psychology and SCRA
   - Describe how your work relates to community psychology
   - Describe how you plan to continue your work within the field of community psychology

Award recipient will receive a fee waiver for registration for the Biennial Conference. The award will be given every year and award recipients will be recognized at the Biennial. Candidates may nominate themselves.

**Award for Distinguished Contributions to Theory and Research in Community Psychology**

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Call for SCRA Award Nominations 2012-2013

**DEADLINE FOR ALL AWARD NOMINATIONS:** December 1, 2013

We are happy to announce the call for awards. For all awards please send materials by email to Victoria Chien at vchien@scra27.org If mailed materials are necessary, please send them to: Victoria Chien c/o Society for Community Research and Action, 4440 PGA Boulevard, Suite 600, Palm Beach Gardens, FL 33410.
Psychology

The Award for Distinguished Contribution to Theory and Research in Community Psychology is presented annually to an individual whose career of high quality and innovative research and scholarship has resulted in a significant contribution to the body of knowledge in Community Psychology. This award was initiated in 1974.

Criteria for the awards shall include:
1. Demonstrated positive impact on the quality of community theory and research;
2. Innovation in community theory and/ or research. That is, scholarship of a path-breaking quality that introduces important new ideas and new findings. Such distinguished work often challenges prevailing conceptual frameworks, research approaches, and/or empirical results; and
3. A major single contribution or series of significant contributions with an enduring influence on community theory, research and/or action over time.

Initial nominations should include:
1. The name and contact information of the nominee; and
2. A 250-500 word summary of the rationale for nomination.

Finalists for the award will be contacted by the committee and asked to provide more information.

Award for Distinguished Contribution to Practice in Community Psychology

The Award for Distinguished Contributions to Practice in Community Psychology is presented annually to an individual whose career of high quality and innovative applications of psychological principles has demonstrated positive impact on, or significant illumination of the ecology of, communities or community settings, and has significantly benefited the practice of community psychology. The person receiving this award will have demonstrated innovation and leadership in one or more of the following roles: community service provider or manager/administrator of service programs; trainer or manager of training programs for service providers; developer and/or implementer of public policy; developer and/or implementer of interventions in the media (including cyberspace) to promote community psychology goals and priorities; developer, implementer, and/or evaluator of ongoing preventive/service programs in community settings; or other innovative roles.

Criteria for the award include the following:
The first criterion applies in all cases; one or more of the remaining criteria must be present:
1. Engaged at least 75% time, for a minimum of 10 years, in settings such as government, business or industry, community or human service programs, in the practice of high quality and innovative applications of psychological principles that have significantly benefited the practice of community psychology; past winners cannot be nominated;
2. Demonstrated positive impact on the natural ecology of community life resulting from the application of psychological principles;
3. Challenged the status quo or prevailing conceptual models and applied methods; and
4. Demonstrated personal success in exercising leadership based on applied practice.

Initial nominations should include:
1. The name and contact information of the nominee;
2. A 250-500 word summary of the rationale for nomination; and
3. A statement, which can be from the nominee, that documents clearly and specifically his or her eligibility for this award by describing how he or she "engaged at least 75% time, for a minimum of 10 years, in settings such as government, business or industry, community or human service programs, in the practice of high quality and innovative applications of psychological principles that have significantly benefited the practice of community psychology." This statement can consist of a brief list of the years, the settings, and the activities, but it should be sufficiently detailed so that there is no doubt about the eligibility.

Finalists for the award will be contacted by the committee and asked to provide more information.

The Ethnic Minority Mentorship Award

The purpose of SCRA’s annual Ethnic Minority Mentorship Award is to recognize an SCRA member who has made exemplary contributions to the mentorship of ethnic minority persons. Mentorship may be provided in various forms. It may entail serving as the academic advisor of ethnic minority graduate or undergraduate students; developing strategies to increase the acceptance and retention of ethnic minority students; involvement in efforts to recruit and retain ethnic minority faculty members; or providing opportunities for ethnic minority persons to become involved in positions of leadership within community-oriented research or intervention projects.

Specific criteria for the award include two or more of the following:
1. Consistent, high quality mentorship and contributions to the professional development of one or more ethnic minority students and/or recent graduates involved in community research and action;
2. Contribution to fostering a climate in their setting that is supportive of issues relevant to racial/ethnic diversity and conducive to the growth of ethnic minority students and/or beginning level graduates;
3. A history of involvement in efforts to increase the representation of ethnic minority persons either in their own institutions, research programs, or within SCRA; and
4. Consistent contributions to the structure and process of training in psychology related to cultural diversity, particularly in community programs.

Nomination Process:
Both self-nominations and nominations by students or colleagues will be accepted. Those submitting nominations should send: 1) A nomination letter (no more than 3 pages long) summarizing the contributions of the nominee to the mentorship of ethnic minority persons; 2) Name and contact information (address, telephone, email) of at least one additional reference (two if a self-nomination) who can speak to the contributions the nominee has made to the mentorship of ethnic minority persons (see above criteria)—at least one reference must be from an ethnic minority person who was mentored; and 3) A curriculum vita of the nominee. Collaborative work with ethnic minority mentees, as well as other activities or publications relevant to the criterion indicated above, should be highlighted.
ABOUT The Community Psychologist

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

TO SUBMIT COPY TO The Community Psychologist

Articles, columns, features, Letters to the Editor, and announcements should be submitted as Word attachments in an e-mail message to Sylvie Taylor and Gregor V. Sarkisian at thecommunitypsychologist@gmail.com or by postal mail to the editors: c/o Antioch University, 400 Corporate Pointe, Culver City, CA, 90230-7615. Authors should adhere to the following guidelines when submitting materials:

- **Length:** Five pages, double-spaced
- **Images:** Images are highly recommended, but please limit to two images per article. Images should be higher than 300 dpi. Photo image files straight from the camera are acceptable. If images need to be scanned, please scan them at 300 dpi and save them as JPEGs. Submit the image(s) as a separate file. Please note that images will be in black and white when published.
- **Margins:** 1” margins on all four sides
- **Text:** Times New Roman, 12-point font
- **Alignment:** All text should be aligned to the left (including titles).
- **Color:** Make sure that all text (including links, e-mails, etc.) are set in standard black.
- **Punctuation Spacing:** Per APA guidelines, make sure that there is only one space after periods, question marks, etc.
- **Graphs & Tables:** These should be in separate Word documents (one for each table/graphs if multiple). Convert all text in the graph into the consistent font and font size.
- **Footnotes:** Footnotes should be placed at the end of the article as regular text (do not use Word footnote function).
- **References:** Follow APA guidelines. These should also be justified to the left with a hanging indent of .25”.
- **Headers/Footers:** Do not use headers and footers.
- **Long quotes:** Follow APA guidelines for quoted materials.

UPCOMING DEADLINES:


SUBSCRIPTION INFORMATION:

The Community Psychologist and the American Journal of Community Psychology are mailed to all SCRA members. To join SCRA and receive these publications, send membership dues to SCRA (Div 27), 4440 PGA Blvd., #600, Palm Beach Gardens, FL 33410. Membership dues are $30 for student members, $75 for United States members, $60 for international members, and $15 for senior members (must be 65 or over, retired, and a member of SCRA/Division 27 for 25 years; senior members will receive TCP but not AJCP). The membership application is in each edition of The Community Psychologist.

CHANGE OF ADDRESS:

Address changes may be made online through the SCRA website <www.scra27.org>. Address changes may also be sent to SCRA(Div 27), 4440 PGA Blvd., #600, Palm Beach Gardens, FL 33410. Email: <office@scra27.org>. APA members should also send changes to the APA Central Office, Data Processing Manager for revision of the APA mailing lists, 750 First St., NE, Washington, DC 20002-4422.
Society for Community Research & Action
Membership Application

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

Primary Job Title: __________________
Secondary Job Title: __________________

*** Please complete the following information ***

APA Membership Status: _____ Not an APA member
_____ Fellow _____ Member _____ Associate _____ Student _____ Lifetime Member
APA Member Number (if known): __________________

Please indicate any Interest Groups or Committees you would like to join:
_____ Aging
_____ Children & Youth
_____ Community Action
_____ Community Health
_____ Cultural & Racial Affairs Committee
_____ Disabilities
_____ Interdisciplinary Committee
_____ International Committee
_____ Lesbian/Gay/Bisexual/Transgender Concerns
_____ Council of Education Programs
_____ Organization Studies
_____ Prevention & Promotion
_____ Rural
_____ School Intervention
_____ Self-Help & Mutual Support
_____ Social Policy Committee
_____ Environmental Justice
_____ Women’s Committee
_____ Indigenous
_____ Council for Community Psychology Practice

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

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

Sex: __ Female ___ Male

Race/Ethnicity (check all that apply)
_____ Native American, Alaskan Native or Native Hawaiian
_____ Asian or Pacific Islander
_____ Black/African American
_____ Hispanic/Latino
_____ White/Caucasian
_____ Other: __________________

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

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

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

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

Thank you for your support of the
Society for Community Research & Action
NOW IS THE TIME  
TO NOMINATE SCRA FELLOWS!  
DEADLINE FOR NOMINATIONS: December 1, 2013

What is a SCRA Fellow? SCRA seeks to recognize a variety of exceptional contributions that significantly advance the field of community research and action including, but not limited to, theory development, research, evaluation, teaching, intervention, policy development and implementation, advocacy, consultation, program development, administration and service. A SCRA Fellow is someone who provides evidence of “unusual and outstanding contributions or performance in community research and action.” Fellows show evidence of (a) sustained productivity in community research and action over a period of a minimum of five years; (b) distinctive contributions to knowledge and/or practice in community psychology that are recognized by others as excellent; and (c) impact beyond the immediate setting in which the Fellow works.

Applications for Initial Fellow status must include the following materials:

1. A 2-page Uniform Fellow Application (available from Victoria Chien--see email and address at end of section) completed by the nominee;
2. 3 to 6 endorsement letters written by current Fellows,
3. Supporting materials, including a vita with refereed publications marked with an “R,” and
4. A nominee’s self-statement setting forth her/his accomplishments that warrant nomination to Fellow Status.

SCRA members who are Fellows of other APA divisions should also apply for SCRA Fellow status if they have made outstanding contributions to community research and action. Fellows of other APA divisions should send to the Chair of the Fellows Committee a statement detailing their contributions to community research and action, 3-6 letters of support, and a vita.

Victoria Chien
c/o Society for Community Research and Action,
4440 PGA Boulevard, Suite 600,
Palm Beach Gardens, FL 33410.
vchien@scra27.org
Best Dissertation on a Topic Relevant to Community Psychology

Title: The Long Way Home: A Critical Ethnography of Youth and Conflict In Northeast India
Author: Urmitapa Dutta

Abstract: This dissertation is a critical ethnographic investigation of the struggles over cultural representations and their relationship to varied expressions of ethnic violence in Northeast India (South Asia). Taking Garo Hills region of Northeast India as the site of inquiry, this dissertation interrogates the culture of normalized everyday violence and how it reconfigures identities and subjectivities of local youth. Second, it explores sites of resistance and everyday peace building possibilities in an effort to address endemic ethnic violence in the region. Advancing an ethical approach to engaging marginalized communities, the dissertation traces the ways in which young people in Garo Hills are complicit in and/or endure everyday violence, and how they articulate their analysis of violence. The ethnographic findings elucidate the complex interplay of violence and marginality in normative spaces in the everyday lives of youth in Garo Hills. The findings suggest that despite the ubiquity of divisive ethnic meta-narratives, multiple counter-narrative possibilities are embedded in youth articulations of violence. Building upon those possibilities, a community engagement project was facilitated with local youth using a youth participatory action research framework. By involving local youth from different ethnic groups, the project attempted to create a context of inclusive participation with the goal of examining how young people engage and potentially renegotiate their sense of identity and community in such contexts. This dissertation details how the youth-led community engagement project subverted established patterns of marginality, social exclusion and segregation in the local community; thus substantiating the need for settings and processes that engender integrative ties across ethnic groups in the local community. Arguing against State-sponsored identity categories, this project establishes the need for alternative, more inclusive forms of citizenship and belonging as they pertain to people living in Northeast India.

Emory L. Cowen Award for the Promotion of Wellness

Title: Enhancing Social-Emotional and Character Development for Youths’ Success: A Theoretical Orientation and an Evaluation Using a Cluster-Randomized Design
Author: Frank Synder

Abstract: Interest in social-emotional and character development (SECD) programming has intensified in recent years. SECD-related programs often seek to enhance a variety of health-related outcomes by addressing multiple influences and embracing a comprehensive approach that includes youth, school personnel, families, and communities. Alongside a comprehensive approach arises the need for a comprehensive, integrative theory. To address this need, the first manuscript serves as 1) an empirical review of the SECD-related literature and 2) a theoretical orientation whereby the Theory of Triadic Influence provides a roadmap to guide the design and evaluation of SECD-related programs.

The second and third manuscripts examine one example of a SECD program, Positive Action (PA), utilizing data from the PA Hawai’i trial conducted from 2002-03 through 2005-06. The trial was a matched-pair, cluster-randomized, controlled trial that included 20 racially/ethnically diverse schools. Specifically, the second manuscript builds upon previous research and examines a mechanism whereby improvements in academic-related behaviors mediated the PA program effects on negative behaviors. Structural equation models, with a latent academic behavior mediator, indicated that students attending program schools reported significantly better academic behavior. Program effects on student-reported substance use, violence, and sexual activity were mediated by greater academic behavior. Teacher reports corroborated these results.

The third manuscript explores the impact of the PA program on school-level indicators of school quality, thereby examining the ability of a SECD program to create contextual, whole-school change. Teacher, parent, and student archival school-level data were analyzed to examine indicators of school quality such as student safety and well-being, involvement, and satisfaction, as well as overall school quality. Program schools demonstrated a significant improvement in individual indicators and overall school quality compared to control schools. Therefore, consistent with theory, a SECD program demonstrated the ability to enhance school quality and facilitate whole-school change.