PRESIDENT'S MESSAGE

Charles D. Spielberger
University of South Florida
Tampa, Florida

Like the Austin weather, the National Conference on Training in Community Psychology got off to a stormy beginning. But by the end of the intensive three-day meeting, the sun shone brightly, and most of the participants felt that they had taken part in a stimulating and productive exchange of ideas and information.

The early frustration experienced by most of the conferees reflected reaction to the complexity of the field as the participants attempted to grapple with different models or approaches to training, while simultaneously inquiring into the academic foundations and field training experiences that are characteristic of the various orientations. By the final day, reactions to the complex subject matter shifted from frustration to challenge, and there was considerable optimism with regard to the future of community psychology.

While it is much too soon to sort out the many important issues that were deliberated upon in Austin, it would seem safe to say that community psychology, at this stage in its development, must sanction multiple training models and a variety of orientations if we are to contribute optimally to the solution of society's problems.

Some Conference participants proclaimed the need for strong commitment to social action and the timeliness of a no-fault divorce from clinical psychology, while others maintained that grounds for a workable marriage continue to exist and noted the limited job opportunities for community psychologists who lack clinical skills.

It was apparent in Austin that the field has progressed from the emphasis on early detection and prevention, which prevailed at Swamscott, to the need to become involved in social action and change as legitimate and important areas of activity. It also appeared that we have moved beyond the public health model to a conceptualization of communities in terms of networks of relationships in complex interacting social systems. Most of all, a knowledge base is required for community psychology founded on sound theory and an indigenous methodology.

Elsewhere on these pages, Ira Iscoe, who did a magnificent job as Chairman of the Training Conference Planning Committee, gives a preliminary report of the Conference activities. There are also invited reactions, solicited by our hard-working Newsletter Editor, from a number of participants. On the morning following the Conference, the Division Training and Conference Planning Committees met to begin the work on developing a detailed report of the Conference. Emory Cowen has organized an APA symposium in which Jack Chinsky, Steve Danish, Julian Rappaport, Dave Stenmark, and Ed Trickett will present reactions to different aspects of the Training Conference. Cowen and Iscoe will also be available for Division-sponsored Conversation Hours, at which discussion of the Conference may be expected to predominate.

As my term of office comes to a close, I will endeavor to stimulate and contribute to the development of a full report on the Austin Conference. Ira Iscoe and Bernie Bloom have agreed to take the primary responsibility for compiling the Conference report, and the Division Training Committee, under the Chairmanship of Bob Newbrough, has the responsibility of formulating follow-up programs to facilitate implementation of the Conference recommendations. May the sun continue to shine on community psychology as we learn to cope more effectively with the complexity of our chosen field.

NOTICE—APA—NOTICE

The Division 27 Education and Training Subcommittee on Pre- and Post-doctoral Internship Opportunities plans to set aside a few hours (probably on Sunday, Aug. 31, or Monday, Sept. 1) to share ideas with professionals involved with actual or potential internship settings. The exact times will be posted at the convention hotels and the Division hospitality suite by Saturday evening, Sept. 30. Members who would like to communicate, but who can't make these meetings, are encouraged to contact one of the following:

Ed Trickett (Chairman)
Lou Ramey
Judy Kramer
Marge Rust
Larry Aber
Christine Padesky

(Messages for committee members, all of whom will be at the Convention, can be left at the hospitality suite, Parlor 521, at the Conrad Hilton Hotel.)

10 VOTES FOR DIVISION 27

Your response to the Council Apportionment Ballot from APA will determine the number of Council Representatives for Division 27 for 1976. Please allocate all, or at least some, of your votes to Division 27, and ask your colleagues (from any Division) to cast as many votes as they can for Division 27.
### PAPER SESSIONS

- **Policing, Training, Consultation and Attitudes/Melvin Zax**
  - Sat. 8/30 2:25-4:20  Regency (B)

- **Drug and Alcohol Prevention/Raymond Lorion**
  - Sun. 8/31 10:10-10:50  Gold (B)

- **Community Health Centers/Henry Tones**
  - Sun. 8/31 1:15-3:15  PDR #1 (CH)

- **Nonprofessional vs. Professional Performance/David Terrell**
  - Mon. 9/1 9:45-9:50  PDR #3 (CH)

- **Minorities: Diagnosis and Treatment/William Pierce**
  - Mon. 9/1 3:30-3:50  Astoria (CH)

- **Epidemiological and Field Studies/Bernard Lubin**
  - Tues. 9/2 2:15-2:50  PDR #1 (CH)

- **Schools and School Mental Health/Darwin Dorr**
  - Wed. 9/3 10:10-10:50  Regency (B)

- **Anti Social and Criminal Problems/G. Ramsey Liem**
  - Wed. 9/3 11:15-11:50  Regency (B)

### SYMPOSIA

- **Introducing Behavior Therapy Into a Community Mental Health Center/Leonard Coodestein/Cosponsored with Div. 29.**
  - Sat. 8/30 9:10-10:50  Williford Room, Parlor A, (CH)

- **Critical Issues in Undergraduate Training In Various Community Settings/Lawrence Lilliston/Cosponsored with Div. 2.**
  - Sat. 8/30 11:12-12:50  PDR #1 (CH)

- **Behavior Modification in the Community: Progress and Problems/Richard A. Winnett/Cosponsored with Div. 25.**
  - Sat. 8/30 12:15-1:50  PDR #3 (CH)

- **Coping with the Crisis in Mental Health Management/Sam Silverstein**
  - Sat. 8/30 1:50-2:30  Patrick (B)

- **Skill Dissemination for Paraprofessionals: Models of Training, Supervision and Utilization/Steven J. Danheiser**
  - Sat. 8/30 3:30-5:10  PDR #3 (CH)

- **The Future of Community Mental Health Centers Program Evaluation/Charles Winde**
  - Sat. 8/30 4:50-6:30  Bel Air (CH)

- **Early Identification, Referral and Treatment of Bar Patron’s in Crisis/Dan Lettieri**
  - Sun. 8/31 9:10-10:50  PDR #2 (CH)

- **Psychologists in Drug Abuse/Lonnie M. Mitchell**
  - Sun. 8/31 11:12-12:50  French (B)

- **Public Policy and Human Service: Planning Influence and Influencing Plans/Dwight Harshbarger**
  - Sun. 8/31 12:15-1:50  Astoria (CH)

  - Mon. 9/1 10:15-11:30  Beverly (CH)

- **Support and Coping: Concepts, Research and Applications for Community Psychology/David M. Todd**
  - Mon. 9/1 1:25-2:50  PDR #3 (CH)

- **Mental Health Contributions to Disaster Relief: Description of a Working Model/Barbara J. Powell**
  - Mon. 9/1 2:30-3:50  PDR #4 (CH)

- **On Being “Irriters” in Sane Places: Total In-Community Treatment Programs/James Bryan/Cosponsor with Div. 18.**
  - Tues. 9/2 9:10-10:50  English (B)

- **Crisis Intervention: How Viable is the Volunteer Crisis Intervention Movement/Don M. Hartough**
  - Tues. 9/2 10:15-11:50  PDR #1 (CH)

- **Multi-Ethnic Community Mental Health Strategies: Miami and Chicago/Fernando Religioso-Gonzalez**
  - Tues. 9/2 12:15-1:50  Astoria (CH)

- **Undergraduate Education for Professional Careers: An Oregon Story/James G. Kelly/Cosponsor with Div. 18.**
  - Tues. 9/2 2:30-3:50  English (B)

- **Utilization of Community Program Evaluations: Examples and Suggestions/J. Gregory Langan**
  - Tues. 9/2 4:50-5:50  Regency (B)

- **Community Needs Assessment: Process, Methods and Utilization/Martin Sundel**
  - Wed. 9/3 9:10-10:50  Bel Air (CH)

- **Very Early Intervention and Research with Indigent Primaparas: Primary Prevention/Peter Vietze**
  - Wed. 9/3 11:15-12:50  PDR #1 (CH)

- **Toileting with Patiency: The Dropout Issue in Community Mental Health/Daniel B. Fishman**
  - Wed. 9/3 1:25-2:50  PDR #1 (CH)

- **Crisis Intervention/Milton E. Foreman**
  - Wed. 9/3 3:15-4:50  Astoria (CH)

### ALL-DIVISION EVENTS

- **Div. 27, Outgoing Exec. Comm./Charles D. Spielberger**
  - Sat. 8/30 9 p.m.-12 mtd.  PDR #10 (CH)

- **Invited Address (Moos)/Richard Price**
  - Sun. 8/31 2:25-3:50  Williford Room, Parlor A, (CH)

- **Distinguished Awards (Sarason/Glodweil)/Charles D. Spielberger**
  - Sun. 8/31 3:45-5:00  Williford Room, Parlor A (CH)

- **Psi Chi Student Panel Discussion/Tom Glynn**
  - Mon. 9/1 1:15-2:30  New Orleans Room, Hyst Regency

- **Div. 27 Presidential Address (Spielberger)/William Edgerton**
  - Mon. 9/1 4:45-5:45  Williford Room, Parlor A (CH)

- **Div. 27, Business Meeting/Charles Spielberger**
  - Mon. 9/1 5:45-6:45  Williford Room, Parlor A (CH)

- **Div. 27, Social Hour/Charles D. Spielberger**
  - Mon. 9/1 6 p.m.  Bel Air (CH)

- **Div. 27, Incoming Exec. Comm./Emory L. Cowen**
  - Mon. 9/1 9:15-10:30  PDR #10 (CH)

- **APA Conversationist (Cowen)/Emory L. Cowen**
  - Tue. 9/2 11:00-11:50  Ivy (B)

- **Div. 27, Student Social Hour/Margaret Meyer**
  - Tue. 9/2 6 p.m.  Cold (B)

- **Psi Chi Conversation Hours (2)/Ira Isco and Charles Spielberger**
  - Hours & Locations Not Yet Scheduled

### DIVISION HEADQUARTERS ROOM

There will be several additional symposia, with listed secondary Div. 27 cosponsorship (as for example a cross-divisional symposium on “Continuing Education”). Several of these will undoubtedly be of interest to some Div. 27 members. Please consult the final APA program for the times and places of such events.
What's In This Issue

(Ed. note: Please look through this issue carefully. A lot of people want to hear from you.)

The National Training Conference was a mind-blowing experience, and the confreres reacted, in appropriate human fashion, in a dazzling variety of ways. One highly popular reaction was a desire to stay in touch, to "maintain the networks," to keep this good thing going. As an immediately available medium, the Newsletter offered itself, and many participants took the opportunity to respond to the challenge of the Conference in these pages. Their responses range from scholarly summaries to "gut reactions," but they should all be taken for what they really are—attempts to communicate with all Division 27 members and to share both information and feelings.

President Charles Spielberger's column details some follow-up plans. Ira Iscoe, as Conference Coordinator, leads off the reactions with a formal report to the membership. (Incidentally, Ira blew whatever credibility as ever had as a weather prognosticator, but he earned unfading laurels as an organizer, host, and master of ceremonies!) After some photographic records, a selection of the model chairpersons, special interest group "mavins" (experts), and reactors share their insights, and one conference highlight (the presentation of a well-deserved plaque) is recalled.

Because much of the action is in the Regions, we have some information from the coordinators about what went on in Regional meetings. Then ON TO CHICAGO. Emory Cowen, Program Chairman and President-elect, gives a summary of Division activities at APA. He also provides a complete program listing of paper sessions, symposia, and Division meetings. This section is presented on a single page that can be removed for easy reference. Incidentally, don't miss Terry Miller's announcement of the pre-APA workshops!

Student reactions to both the Conference and Regional meetings, as well as notes about APA involvement, are presented in the Student section. (The enthusiastic and effective participation of students in the Austin Conference was one of its most striking features.) Be sure to check Marge Rust's call for input to the follow-up report. Our Community Action and Dialogue features are followed by an "Across the Editor's Desk" section that includes a picture—a real honest-to-God job announcement! Some suggested possibilities for continued communication networks are presented in the Dialogue section, and the Editorial staff would appreciate your reactions. (See the articles by Rodney Nurse and Publications Chairman David Hoffman.)

Dee Fruchter
Editor

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Report to the Membership
National Training Conference
In Community Psychology

Ira Iscoe, Conference Coordinator

Austin, Texas
April 27-May 1, 1975

"I came here pessimistic but now I honestly think community psychology has a chance." "It changed my whole way of thinking." "I was impressed with the diligence of the people in my group." "This was the first conference that I have been to where I didn't feel uncomfortable as a black." "It's good to see such a wide representation, especially younger people." "I met persons that I have been reading about for years." "It was wonderful just being able to sit down and rap with graduate students from all over the country." "The presentations were great—they made me uncomfortable but they made me think." "We suspended racism by common agreement but it's something our Division has got to deal with—sexism too." "I now want to participate more actively in community psychology." "I now see more clearly the need for ideological independence of community from clinical." "For the Hispanic people we feel that one of our best opportunities is participation in the Division—we must alter the by-laws of the Division so as to permit immediate representation of ethnic minorities and women." "What comes next?" "My circuits are loaded; I never worked so hard in my life." "This was the best, most hard-working, warm and productive conference that I have attended, and I have attended a lot of them."

The above are from spontaneous expressions and letters. The success of the conference was due to a happy combination of many factors, not in the least being the careful preparation of preconference materials and the diligence of the Executive and Planning Committee. A special recognition goes to the inputs of the graduate students of the Community Psychology Program, University of Texas at Austin. Of the two aims of the conference, i.e., informal interchange plus formal products, the informal aspects were clearly achieved. We are now in the process of solidifying the beginnings made in the output of formal products of the conference. Many of these products are now in the process of being worked up for further dissemination and refinement.

Some 100 invites got together, worked terribly hard, and hopefully laid the basis for new directions and new vitality for the field of community psychology. Readers should bear in mind that the Austin conference was really the first opportunity for community psychologists to get together since the founding of the Division. Many changes have taken place and a whole new generation of community psychologists have been produced. The conference didn't spend much time on ruminating and obsessing over the definitional aspects of community psychology. The main focus was on "where we have been, and where do we go from here, and how do we get there."

The Planning Committee was delighted with the enthusiasm of the participants, the intensity of the interaction, the pace and levels of interchanges, and the willingness to temporarily abandon vexing issues in order to focus on the main problems. I am not a skilled enough writer to convey the intensity and good feelings of the meetings. They were something special, perhaps an answer to the needs of dedicated persons at all levels of community psychology.
SOME PERSPECTIVES

In planning the conference it was recognized that no one meeting could begin to settle the many problems and issues in the emerging field of community psychology. The preconference materials set the background for many of the discussions. The impressive assemblage of materials compiled under the direction of Bernie Bloom deserves special recognition. (Still available from Bloom, University of Colorado, about $12 per copy).

For many persons the Austin meeting offered the opportunity to meet colleagues whom they had heard about but never interacted with personally. This was especially true of the younger community psychologists and of the growing number of ethnic minority community psychologists. There was a most exciting mixture of experience, age, sex, and ethnicity. About 50% of the participants ranged from graduate students to no more than five years post-Ph.D. We were a little short on representatives from field settings (understandable in light of the confusion about where psychologists are to be trained and how). Nevertheless, there was a gratifying number of blacks, Mexican-Americans, and females.

The diversity of community psychology directions and interests is evident by the various training model (or programs) groups into which the conference could be divided. These were clinical community and community mental health, community development and systems, interventive and preventive models, social change models, social ecology and environmental models, and applied social urban and psychology models. The movement away from clinical is emphasized by the fact that three separate sections were needed for interventive and preventive models and two for social change models. Within each model conferences had to deal with a number of questions such as the ideology and value base, goals and objectives, levels of operation, technology and skills required, content area, level of entry, financial support, locus of employment, provision for continuing education, essential courses, recommended courses, amongst other issues. The chairmen of each section are now in the process of completing these answers as they apply to the model.

SPECIAL INTEREST GROUPS

In order to provide consideration across models and to lay the basis for a coherent report to the membership at APA convention, Chicago, 1975, Ernest Cowen was able to use his considerable persuasive powers (and other means) to recruit five outstanding young psychologists to head special interest groups. David Stenmark headed the one of field training; Steve Danish—entry levels; Julian Rappaport—conceptual directions; Jack Chinsky—alternative models; and Ed Trickett—knowledge and research base. There was some coalescing of these models. The conferences met with the Trackers on separate occasions from their participation in groups. In this way they gained information which was used in the Wednesday afternoon session and which will be amplified in the Chicago meetings. Hopefully there will be a pre-APA meeting. The membership is assured of an outstanding program at APA.

WHAT TOOK PLACE

What follows is a bare bones description of the activities. Participants arrived Sunday evening, April 27th, registered, and participated in an informal assembly at the hospitality rooms. The informality continued until about 1:00 a.m., which caused some skepticism to speculate about how many of the participants would be up to their responsibilities on Monday morning. Readers will be proud to note that all participants were on deck for the continental breakfast at Thompson Conference Center, 7:30-8:30. After a few opening remarks by the chairman of the Planning Committee, Charles Spielberger introduced the Planning and Executive Committee, and representatives from various groups: Louis Cohen, Ph.D., Educational Training Board; Louis Ramey, Ph.D., Southern Regional Education Board; Ursula Delworth, Ph.D., Western Interstate Commission for Higher Education (WICHE); Carolyn Suber, Ph.D., Liaison to APA Board of Professional Affairs; Forrest Tyler, Ph.D., APA Board of Professional Affairs; Dalmas Taylor, Ph.D., APA Minority Group Scholarship Project; and Wayne H. Holtzman, Ph.D., President of the Hogg Foundation, University of Texas, Austin, Texas. President Holtzman welcomed the conferences and invited them to make use of Foundation facilities while in Austin. After a coffee break Emory Cowen, President-elect, Division 27, introduced Seymour Sarason who spoke on "Community Psychology, Networks, and 'Mr. Everyman.'" This speech will be published and will go down as a most important position paper for community psychology. Following a coffee break Faye Goldberg introduced John Gildewell who presented a most valuable critique of the models (programs) in the preconference material. Lunch at the Conference Center provided the participants an opportunity for informal exchange. The rain kept everybody inside. The afternoon started with a short plenary session in which the goals of the conference and the responsibilities of each model group were reviewed as well as the relationship of models to special interest groups clarified. Training model groups then met separately, each appointing a chairman and secretary, and started working out the models (programs) according to suggested parameters contained in "A Guideline for Training Model Construction." Late in the afternoon the model groups broke up and attended one of the five special interest group meetings. Monday evening there was a cocktail party followed by a Mexican dinner hosted by Division 27. Wayne Holtzman, Ph.D., introduced James Kelly who spoke on "Varied Cultures for the Field of Community Psychology." Kelly's speech marked an interesting historical and sentimental event. The University of Texas was most proud to have one of its outstanding students came back and speak informally but cogently on some of his experiences as a graduate student, how he got to be a community psychologist, and how community psychology had a certain marginality about it that contributed to its vitality but also to its difficulty of being comprehended. He made several constructive suggestions for increasing the effectiveness of community psychology.

Tuesday morning Charles Holahan, Ph.D., of the Community Psychology Training Program, University of Texas, introduced Robert Reiff whose presentation "Ya Gotta Believe" emphasized the need for social systems changes and dedication to the long haul. A discussion followed, and after a coffee break a session entitled "The State of the Art," skillfully chaired by Bernie Bloom, took place. This was a most rewarding session, although the inputs were brief. Ed Zolk and William Sirbu reviewed the salient points of a study of how graduate students viewed their training in community psychology. Joe Aponte dealt with the similarities or differences of this study to a study by Aponte, Barton, and Andrus on Community Psychology Programs in the 70's; Louis Ramey described the need for community psychology's involvement with minority group training programs and described some of the programs under the auspices of SREB; Carolyn Suber enlightened the audience about personnel power realities, employment, and community psychology; Dalmas Taylor spoke about scholarship support for ethnic minorities and some strategies for involving universities; Manuel Ramirez, Ph.D., dealt with the Hispanic-American Training Program at Santa Cruz and problems and perspectives for Chicanos and community psychology training. There was a panel of reactors to the above presentations consisting of Richard Price, Barbara Dohrenwend, N. Dickon Repucci, Margaret Meyer, Steve Hoffsoll, Maurice Korman, and Stanley Sue. Lunch at the Thompson Conference Center followed, again providing opportunities for further interchange as well as meetings of special interest or model groups. In the afternoon the groups met to further their work and to assign responsibility for completion of the models. Special interest groups met with the trackers and a chairman of the model groups kept in touch with the steering committee regarding progress, etc. By Tuesday noon it was clear that the participants felt
that things were being done and that some of the anxieties engendered in Monday afternoon sessions were now being dispelled by constructive activities. Tuesday evening was an open time for the participants, many taking opportunities for informal meetings around topics such as the Masters Degree, minority group participation, social ethics, etc.

Wednesday morning opened with the chairman of the model groups reporting to the full session. Each chairman did an outstanding job. Most described their problems and the difficulties encountered. It was generally agreed that chairmen of each group would take the responsibility of continuing communication with the members of his group and come up with a written document covering most if not all of the questions assigned to a model group. John Newburgh, Ph.D., chaired this session and did his usual thorough job. The full session then went on to a consideration of "other issues not dealt with at the conference." Here Bernard Lubin, Ph.D., showed his skill at involving groups. He split the conference into small groups and had them discuss issues for further consideration by Division 27, perhaps at future meetings. Each group had a chance to write these issues on blackboards so they could be seen by the entire assembly and in addition they were recorded. A box lunch allowed for informal discussions and work by models or special interest groups. Following lunch Emory Cowen chaired the report of the Special Interest Groups (SIGs). The trackers gave their observations based on their meetings with individuals and groups. These reports contain information of vital interests to the future of our Division. The reports of the trackers were responded to by a group composed of Brian Wilcox, Kemba Young, Alfredo Calvillo, Karl Slaikew, Bob Reiff, and Jim Kelly. Later in the afternoon the wrap-up began with recommendations for Division 27 Implementation of the conference and its relationship to APA in Chicago, the identification of areas for future conferences, and suggestions for the use of program time at conventions. Thanks to divine intervention, which cleared the skies, a scheduled barbecue could be held at the Iscoe's home. From the point of view of the hosts, it was a delightful party. Some of the guests left before the barbecue, most Thursday morning. Some of the Executive and Planning Committee met Thursday morning to plan the implementation of the conference recommendations.

Aftermath: The bills have been mostly paid; the last voucher has been typed; there have been relatively few complaints, and there has been a flood of delightful letters and comments. It's a real good feeling to know that so many people enjoyed themselves so much and are now ready to move ahead. We have laid the basis of some good informal and formal communication. The problem now is to capitalize on this momentum. There are some enormous problems that community psychology has to face. The key one is of course knowing the community, understanding its needs, and finding ways to train community psychologists in a genuine community psychology independent from clinical. The conference clearly emphasized that community psychology is not clinical psychology, nor is it community mental health. How will we train students, where will we get our support, are we worthy of the involvement of blacks, Mexican-Americans, and other ethnic minorities, how do we change our administrative structure so as to further take advantage of the enthusiasm of younger members? How do we lay down a solid knowledge base recognizing that rhetoric in ample supply? This is not the place to answer these questions. The Austin conference hopefully laid the basis for constructive grappling with the issues and problems. We should not expect immediate answers but as good community psychologists we should begin coping more competently with the questions. Speaking personally, the Austin conference took many months of virtually full-time work on the part of several of us. We all think it was worthwhile and we are delighted to have the opportunity to be in a position to advance community psychology. From here on in much will depend upon what community psychology means to the membership, especially the relatively younger ones. I am confident and optimistic.

MODEL GROUP REPORTS

Ed. Note: The main work of the National Training Conference took place in the Model Groups. (A list of the Chairpersons is included here so that members who would like to correspond further with them can do so.) The follow-up plan involves full reports from all of these groups, but some of them, and some of the Chairpersons individually, consented to share their insights and reactions with Newsletter readers.

Model Group
Chairred by
Clinical-Community & Community Mental Health
Josepi Aponte, Univ. of Louisville, Louisville, Ky.
Community Development & Systems
Interventive & Preventive Models,
Group A
Darwin Dorr, Dept. of Psych., Washington Univ., St. Louis, Mo.
Group B
Meg Gerrard, School of Social Work, Univ. of Texas, Austin, Tx.
Group C
William Hodges, Dept. of Psych., Univ. of Colorado, Boulder, Co.
Social Change Models,
Group A
Group B
Richard Price, Dept. of Psych., Univ. of Michigan, Ann Arbor, Mich.
Social Ecology & Environmental Models
Charles Holahan, Dept. of Psych., Univ. of Texas, Austin, Tx.
Applied Social & Urban Psychology Models
Barbara Dohenwend, Social Psychology Program, CUNY Graduate Center, New York, NY.

From Raymond Lorion:

As my colleague Ed Trickett noted, our community is characterized by "fuzzy thinking, marginal acceptance, intergenerational conflict, and needing a basis of support." This conference has not resolved the first three but has demonstrated the potential for the latter amongst ourselves. The make-up of the conference suggests the division's basic strength—its youth. The intergenerational discussion begun here must somehow continue after the barbecue. Names now have faces; the needs of relationship and mutual respect are known. A decade between drinks and discussions about its first three characteristics is too long a time. Therefore, we might consider "the universe of alternatives" through which communications begun can continue. Miniconferences around topics with published proceedings, creative use of convention times, flexibility in publishing criteria to facilitate the ongoing process of building an ideological base, even repaying each other for reprints by forwarding our reactions and thinking about what is written can move us forward. To also paraphrase Tug McGraw: We gotta!

From Meg Gerrard and Interventive & Preventive Model Group B:

We perceive the basic ideology of community psychologists operating within this model as being reflected by competency-based programs aimed at maximizing coping skills, increasing clients' access to resources, and promoting equal distribution of resources. The emphasis is on increasing the individual's options for self-actualization, growth, and freedom of choice through non-coercive
National Training Conference in Community Psychology

Invited Speakers: Robert Retif, James Kelly, John Glidewell

Participants
Executive and Planning Committee—(left to right) Robert Reiff, Brian Wilson, Dorothy Fruchter, Robert Newbrough, Barbara Dohrenwend, Charles Spielberg, Joseph Aponte, Bernard Bloom, Margaret Meyer, James Kelly, Emory Cowen, Tim Kuehnel, and Ira Iosee.

Student Participants
methods, with an awareness of professional responsibility to the client and community. Efforts in this direction should be guided by a strong commitment to a development and model of human potential, a focus on the social structure and communication networks, which people live and relies on the scientific method as a tool in assessing problems and designing interventions.

Training programs should be aimed at producing community psychologists with political savvy, the ability to look at problems from a systems point of view, and a knowledge of networks, communications, and power structures. In addition to the academic and research, assessment and intervention, planning, evaluating, and administrative skills required, students should be taught basic skills necessary for gathering and disseminating information: reading, writing, and public speaking.

A concern was expressed that practicum experiences are often isolated events with inadequate supervision. A team apprenticeship model was suggested whereby students would have the opportunity to work with other graduate students (of greater and lesser experience) and a faculty member on a specific project involving observations, assessment, intervention design, and actual intervention.

Two additional suggestions were made:

1. the training committee of Division 27 be broadened to deal with the concerns of continuing education for community psychologists;
2. compilation of a compendium of courses curricula, bibliographies, and workshops relevant to community psychologists responsible for training.

From Bill Hodges:

The third group to focus on interventive and preventative models of community psychology was very mixed in terms of its background. Some people were involved in preventive programs; others were interested in learning something about the area. Very soon it became apparent that consensus could not be reached concerning definitions or necessary and sufficient aspects of a training program following this model. The group was able to proceed only by listing potential components of such a program. One area of agreement was the need for an interaction between social change strategies and research. Particularly emphasized was the need to perform social action based upon a research base, and the need to evaluate the effectiveness of an intervention strategy. Sixteen different components were generated under ideology and 21 content areas were discussed under research and knowledge. One topic not discussed by many other groups involved technology and skills, with need for interpersonal sensitivity and skill in working in the community. It is perhaps this area that links so closely many community psychology programs with clinical psychology.

From Social Change Model Group B:

This working group found itself directly confronting difficult issues from the start, rather than ignoring basic issues on which people differed in fundamental ways regarding

a. whether change agents are more effective working inside or outside social institutions;
b. whether social change activities should be devoted to maintaining social institutions or creating new ones; and
c. whether inequality is built in to the current social structures, or it is possible to work toward distributive justice as change agents.

The group agreed that social change isn’t inherently a good. Each change has costs as well as payoffs, and we are not likely to know that the costs are beforehand. Our ignorance about these potential costs should be humbling.

(Ed. note: These are tough questions indeed, but that’s the way the whole Conference went.)

Finally, this group wanted to remind the larger membership that most community psychologists are in favor of social change as long as it is in someone else’s system.

From the Applied Social and Urban Psychology Model Group:

Our discussion focused on the “applied social psychology” part of our charge rather than the “urban” part. (Concerning the urban component, we noted that the community setting of a training program should influence the content of both courses and field experiences, whether that setting is urban or rural.)

Concerning research and knowledge bases, we formulated four questions that we thought community psychologists should be able to answer.

a. What are the characteristics of the target population? their strengths? their weaknesses?
b. What are the characteristics of the social and political systems with which the community psychologist will be dealing?
c. What are the effects of social and political systems on individuals in the community?
d. What are the historical processes that effect the public definition of social problems?

We proposed that community psychologists should use a wide range of sources from varied disciplines to answer these questions as completely as possible. The community psychologist should also be responsible for designing research to fill in the answers to the extent that they are not provided by available sources.

Turning to the question of content of training, we suggested five substantive courses that should be required—social psychology, personality theory, learning and socialization, minority groups in American society, and a seminar in community psychology. In addition, students should be urged to choose other courses from as many disciplines as necessary to develop their training in line with their own interests. We also felt it important that all students master a range of technical skills related to data gathering and analysis. We particularly noted that students should master the art of interviewing for securing information but should not be trained in therapeutic interviewing. Instead we all agreed that skills in interpersonal relations should be developed in a course concerned with group process and consultation. Finally, an essential course would deal with evaluation research.

Field placements should be aimed at achieving a number of objectives:

a. learn to collaborate with other professionals and nonprofessionals;
b. develop sensitivity to people of different class and ethnic backgrounds;
c. learn to diagnose social problems;
d. develop opportunities for experience in action research;
e. develop awareness of own strengths and weaknesses and how to use the strengths and compensate for the weaknesses.

The final important point was an agreement that we came to at the end of our discussion. We agreed that community psychologists should be aiming to change social systems, not to ameliorate their ill effects. At the same time we recognized that social institutions and systems reward those who support them, not those who try to undo or even re-do them. We concluded that this dilemma is inherent in the community psychology enterprise as we construe it, and that, at least in our experience, it leads to a chronic vacillating state of compromise between the need to change society and the desire to be supported in comfort while we do it.
SPECIAL INTEREST GROUP REPORTS

Ed. Note: The Special Interest Group leaders or “mavins” were recruited by Emory Cowen and charged with the responsibility for keeping track of certain over-arching concepts across the model groups. Ira Jaco has listed their names and the SIG’s they represent. Some of their reactions are printed here.

From Steve Danish: Entry Level Issues

The Special Interest Group on entry level issues spent considerable time examining the role of the less than doctoral level psychologist, the difficulties involved in his/her entry into the system and the training which he/she should receive. The following represents a summary of the discussion.

A. Professional Issues

1. Master’s level psychologists should be made full members of APA.
2. An effort must be made to separate membership in APA from the implication that such membership represents an endorsement of competence as a community psychologist.
3. The term “paraprofessionals” is a poor one; it connotes “less than.” At present while a variety of other terms are used to describe bachelor, A.A. and high school trained personnel, e.g. human service worker, entry level professional, etc., no term is totally acceptable. Personnel should be defined not by their degree but by their competencies and a system for defining the necessary competencies and determining how to evaluating them should be a major project of Division 27.

B. Training

It was felt that training is necessary for all personnel. It should be competency based. The training could be developed in modular form identifying the necessary skills, knowledge and attitudes for effective performance. The competency based modular approach can be delivered in a continuing education format as well as a degree, intact classroom format.

The substance of the training will depend somewhat on the community psychology model one adopts as well as the geographic area (ruralists urban) one works in. However, generally the greater the number of competencies the higher the degree one has the more likely he/she will do indirect as opposed to direct service delivery. By indirect service delivery we mean program planning, evaluation, supervision, training, organizational development, consultation rather than counseling, intake, advocacy. It would be reasonable to assume that Ph.D.’s might do no direct service.

C. Delivery

We believe that with the advent of a new generation and level of service providers we can move toward a new delivery system and philosophy. The new system would focus on enhancement and prevention rather than remediation and would adopt an educational model (training) rather than a treatment orientation. Thus we might teach our clientele to be their own advocates, decision makers, problem solvers rather than fostering a relationship built on dependency and the mysticism of the “expert.”

From Jack M. Chinsky: Alternative Models

I tried, as a participant-conceptualizer, to delineate the underlying conceptual areas and directions that were emphasized at the conference. These were issues which seemed to cross the models, programs and perspectives that were presented. Nine generic categories were described. These included the notion of change—how do we accomplish it, measure it and maintain it. Power, independence, criteria of optimal functioning and history were also discussed. Focus was given to the complex relationship of person by environment. Other concerns centered around the need for new conceptions of evaluation, and the development of a relevant experience base for the community psychologist. The final issue was addressed to an articulation of the community psychology of community psychology.

From David E. Stenmark:

The Austin National Training Conference was clearly the most single productive and conceptually exciting meeting of my professional career. It became quite clear why, historically, we have been unable to generate a consensus regarding a single “definition of Community Psychology.” Any such definition would hopelessly be confounded by the complexities resident in the seven models or programmatic definitions defined by the Conference participants.

From Julian Rappaport: Conceptual Directions

The conceptual directions highlighted in the Austin Conference can best be summarized as common concerns. These concerns seem to serve as orienting assumptions, beliefs or guidelines for future work. They cut across the overlapping, non-mutually exclusive, so-called models of community psychology. To the extent that psychologists adhere to a given model it seems to be on the basis of “faith” that the model will ultimately find solutions, through the application of research, to a subset of the common concerns.

All of the models discussed at Austin seek to deal with questions such as: What is a social system? Many think that interdisciplinary contacts will help here by combining our understanding of individuals with the work of other social scientists. A more specific variant of the concern with systems is the concern with conceptions of the environment. How is it to be defined and understood? We all seem to be looking for conceptions of the environment that are not so micro as the discriminative stimuli of behaviorists, nor so macro as global social forces. It was easy for everyone at Austin to agree to historical concerns, and to the need to view the person in his or her social context. What we now seek are the referents for such constructs. We are asking, more specifically, how do history, social forces, systems and environments impinge on individuals. We are striving for conceptions of environments which will enable us to study how they affect the people who, try as we might to keep them out, continue popping up in our discipline. All of the models discussed want to examine the process by which individuals are affected by environments, however conceptualized.

Another common concern at Austin was the theme of Person-Environment fit. What are the outcomes of different kinds of environments for different kinds of people? This concern was often tied to the idea of competence, strength building, behavioral alternatives, coping style and enhancement of skills. Prevention seems to be giving way to preparing for the future. This same idea has both person level implications and implications for the so-called “healthy organizations.” At least three views of competence were represented at Austin: skills training, enhancement of development, and discovery and mobilization of existing strengths and resources in a community.

The community psychologists at Austin also wanted to develop conceptualizations on theories of action. We want to study how to implement what we know, even while we are learning more about it. In this regard the question how, and when and where to intervene were related to our conceptual discussions.

EDUCATION AND TRAINING COMMITTEE

The Education and Training Committee of Division 27 is charged with the follow-on activities from the Austin Conference. Leaders of the Training Models Groups and the Special Interest Groups have been asked to list the matters discussed in their group sessions which should merit Division 27 attention. This will be used as a means for building an agenda for the E & T Committee work next year and for making recommendations to the Division in general. There will be a working session of E & T Committee members, and Conference persons reporting to it, prior to the APA meetings. Anyone interested in being associated with the Education and Training Committee during this next year, please write J. R. Newbrough, Co-chairperson, E & T Committee, Box 319, Peabody College, Nashville, Tennessee 37203.
APPROCIATION AWARD

In one of the Conference’s finest moments, a plaque was presented to Bertha Shanblum, in grateful acknowledgement of her years of service to the Division. Her position as secretary to Ira Iscoe must be regarded as a “cover,” from which she uses her considerable talents to keep Division 27 on the track. Her graceful thank-you letter is printed below, but most of us will also remember her sotto voce “I feel like Rosemary Woods!”

May 9, 1975
Dr. Charles D. Spielberger
President, Division 27
Division of Community Psychology
Doctoral Training Program in
Clinical Community Psychology
University of South Florida
Tampa, Florida

Dear Dr. Spielberger:

To you and the members of Division 27, my heartfelt thanks and appreciation for the beautiful plaque which you presented to me during the National Training Conference. I shall cherish it always, and it presently is occupying a special spot in my home. Not only is the plaque beautiful, but each time I gaze at it I remember the warm, meaningful words that you spoke as you presented it to me—dazed as I was at the moment. True, I worked long and difficult hours helping out, but the one who worked the hardest and the longest was Dr. Iscoe—HE should have received the recognition and the honor that was bestowed on me. This is not to say that I am ungrateful—as a matter of fact, I find words floating through my head and none of them exactly the right ones to honestly convey my feelings. I am very proud of my plaque, and it was a fantastic moment in my life. I thank you and the members of Division 27 for this honor and for giving me a glorious memory to carry with me always.

Sincerely,
Bertha Shanblum
Secretary to Ira Iscoe

PRE-CONFERENCE MATERIALS

Copies of the Pre-Conference Materials prepared for the National Training Conference in Community Psychology are available for $12.00 each post-paid. Please send your orders to:

Bernard L. Bloom
Dept. of Psychology
University of Colorado
Boulder, Colorado 80302

For information about (a) list of participants, (b) tapes of the sessions, (c) full program, or any other details, write to Ira Iscoe, Dept. of Psychology, University of Texas, Austin, Tex. 78712.

CHANGE OF ADDRESS

This Newsletter is published by the Division of Community Psychology for distribution to its members and affiliates. Applications for Division membership should be addressed to Francis T. Miller, Ph.D., University of North Carolina, Chapel Hill, North Carolina 27514.

Change of Address notices for members and associates should be sent to APA Central Office. Students and affiliates should send change of address to the Editor via Gayle Hill, Psychology Department, University of Texas, Austin, Texas 78712.

Regional Representatives

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Pre-APA Workshops
29 August, 1975

With the three workshops described below, Division 27 moves to a more active role in Continuing Education. The workshops which are limited to 30 registrants will be held at De Paul University and will be open to Division 27 members and interested others. Early registration is strongly encouraged.

Workshop One
Program Evaluation and Management Information
In Mental Health and Other Human Service Programs

What: This workshop is designed to provide a general orientation to human service program evaluation through mini-workshops on the assessment of community service needs, the development of management information systems, quality assurance and utilization review, and assessing outcome and impact of services.

For Whom: This workshop is for program evaluators, human service managers and administrators, and members of community psychology and program evaluation faculties.

By Whom: The workshop is offered by Clifford Attkisson who directs the management information system at Langley Porter and District V (San Francisco) and directs program evaluation for District V and by Anthony Broskowski of the United Community Planning Corporation and the Harvard Medical School whose major work is with the design and implementation of information systems for human service agencies.

Workshop Two
The Future of Power Distribution
In Community Mental Health Centers

What: This workshop is designed to focus on issues of mental health center administration and to relate to recent criticisms (Nader, Feldman, et. al.) about the quality of administration in mental health centers. Through invited experts, the workshop will examine issues of organizational design, evolving administrative roles, the clinician-administrator vs. the administrator, and models for securing needed administrative training.

For Whom: This workshop is for psychologists with some interest in the administrative career ladder in mental health and for experienced administrators interested in re-examining current issues in community mental health center development.

By Whom: This workshop is offered by John Muldoon who is the director of the Ravenswood Hospital Community Mental Health Center in Chicago who has served in a variety of mental health administration roles and who teaches Mental Health Center Administration and by other, as yet undesignated, experts in administration.

Workshop Three
Developing Skills In Consultation

What: This workshop will examine the problems and issues of developing client contacts, exploring and elaborating client problems, building consultation contracts, and working collaboratively with clients. The design is highly participative and utilizes role play and simulation to give participants experiences as consultants and as consultees at each step of the consultation process.

For Whom: The workshop is designed for the professional who desires an examination of the consultation process and for those who are interested in model approaches for teaching consultation.

By Whom: The workshop is offered by Terry Miller of the UNC Community Psychiatry Division who has a background in consultation with schools and other public helping agencies and by Noel Mazade who is both with the UNC Community Psychiatry Division and the North Carolina Division of Mental Health Services whose background is in organizational consultation and consultation research. Both have been active in Continuing Education in consultation in the Southeast.

Advance Registration Form

Name: _________________________________
Address: _________________________________

Position Title: __________________________ Degree: __________ Year Granted: ______
I want to enroll in workshop one ______, workshop two ______, workshop three ______.
I will ______ will not ______ accept an alternate choice. (If will, please designate ________)

Please return this form with your registration fee of $25 to:
Frances T. (Terry) Miller, Ph.D.
Member, Education Committee, Division 27, APA
Community Psychiatry Division
Department of Psychiatry
University of North Carolina
Chapel Hill, North Carolina 27514

Early Registration Strongly Encouraged
Final Registration Date—August 20
Division 27
At The Regional Meetings

(For reports of the Regional Student Representatives, see the Student section of the Newsletter)

EPA
Steven J. Danish
College of Human Development
Pennsylvania State University
University Park, PA 16802

One major event was hosted by Division 27 at the 1975 EPA convention. The symposium-workshop was entitled Training in the Roles and Functions of Community Psychology. Participants included: myself as chair, Dr. Louis Guernsey, Penn State, Dr. Anthony D'Angelli, Penn State, Dr. Jack Chinsky, University of Connecticut and Ms. Catherine Ellison, a graduate student from the Graduate Center, City University of New York.

Dr. Guernsey discussed the training needed to implement filial therapy, a parent-child relationship enhancement program; Dr. D'Angelli discussed a seminar-practicum course which teaches students to develop program planning, development and evaluation skills; Dr. Chinsky discussed the training needed to work in primary prevention programs in school settings and Ms. Ellison discussed the training needed to consult with law enforcement agencies. An overflow crowd of about 150 attended the session.

Following the brief presentations a lively discussion was held. Much of the discussion revolved around philosophical-conceptual issues of the interventions being described. For example, should one consult with police and other law enforcement officials if he/she does not agree with their policies; can one really evaluate what one does in the intervention programs and have such evaluations been done? Clearly, the program moved us off the topic of “What is community psychology?” This question seems to have characterized much of our activities for a long time. Discussions of this question are reminiscent of conversations I used to have as an undergradate such as “How many angels can dance on the head of a pin?” etc. They are interesting to philosophize about but you don’t get anywhere with them. This is the problem with trying to define community psychology. There are probably as many definitions of community psychology as there are dancing angels, maybe more. One needs only to read the report of the Austin Conference described elsewhere in this Newsletter to see the number of permutations and combinations of definitions possible if one examines six or seven models of training.

Thus, the discussion of conceptual issues started to be more focused and the feedback from many about the session was positive. However, we ignored a major component of the program—what kind of training is needed to perform the roles and functions of a community psychologist and how do we go about doing that training? Somehow, we as a group cannot seem to get down to the specifics—how does one learn to consult, train, program plan, evaluate, do organizational development, change social policy, etc? Regardless of what roles and functions you would like to see community psychologists have, how do we train others to perform them?

From my perspective this inability to define the training needed is unfortunate and a real weakness in our attempts to develop a substantive base for our Division. Applied psychologists often criticize the basic researchers who won’t implement until all the data and facts are known. Many community psychologists refuse to specify training until we have examined all the issues. Is there a difference between the two positions?

One does not learn to practice community psychology by considering issues alone. We would not allow a graduate student to say he is a competent researcher because he has considered the difficulties in data collection and analysis. We expect him to do research under supervision. Can we expect any less in training community psychologists for practicing community psychology? I do not think so.

My hope for next year is to offer some mini-workshops at EPA to train or refresh participants in skills related to their roles and functions. What these skills are is up to you. Please write to me with your ideas.

SWPA
Dorothy Fruchter, Regional Coordinator
2704 Valley Springs Road
Austin, Texas 78746

Division 27 sponsored a two-hour open meeting at the Southwestern Psychological Association convention in Houston. The announced theme was “Training Patterns in Community Psychology,” but a decision was made to stress informality and the establishment of a communication network, to prepare for the Austin Training Conference. The meeting got off to a slow start (the coffee and doughnuts were late), but by the end of the session about thirty people had joined us, at least for awhile, and a small dent was made in the over-supply of refreshments.

With the able help of Josh Holohan and Meg Meyer, the group managed to keep up a lively discussion, generally avoiding the temptation to get hung up on a “definition of the field,” a topic that often unnecessarily stifles any effective exchange of views about training realities. A number of participants asked for membership application forms, the Newsletter was strewn about quite liberally, and it was felt that useful contacts were made.

In addition to this meeting, Division 27 members participated in a number of symposia and paper sessions, dealing with a wide variety of topics, representing on a regional level the multiplicity of models and roles that is a hallmark of Community psychology.

WPA
Rodney Nurse
2976 Summit Street
Oakland, California 94609

Title: Students View Training in Community Psychology

Participants: A. Rodney Nurse, Ph.D., Western Regional Representative of Division 27, California School of Professional Psychology, San Francisco, Chairman; David Stein, Ph.D., Psychological Services Institute, Sacramento, Discussant; Michael Cohen, Ph.D., California School of Professional Psychology, San Francisco, Discussant; Three students—Mr. Steven Pittavino, University of Wyoming; Ms. Rosalie Heimens, University of Oregon; and Ms. Joveno Navaro, California School of Professional Psychology, San Francisco.

Rosalie Heimens presented her views as a senior in the School of Communications and Public Policy at the University of Oregon (Dean Jim Kelly). This program specializes in placement of undergraduate students in a number of public service settings doing such tasks as organizational assessment and evaluation, community
organization, etc. This is an innovative program that puts students to work combining field placement and theory at a level usually reserved for graduate students.

Steven Pittavino presented a discussion of the therapeutic relationship as a model for a variety of experiences within his setting. He is an intern in Sacramento Community Mental Health Center administered by the University of California at Davis; his graduate training is with the University of Wyoming.

Jovana Navao, a graduate student at the California School of Professional Psychology, San Francisco, presented a stimulating discussion of first, her background of serving originally as community advocate in the Philippine community, then receiving conceptualization training and ideas on how to effect her community goals through CSPP graduate training.

Discussant Michael Cohen stressed the need for training for competency. Discussant David Stein focused on looking at personal values as a central concept in the practice and training of community psychologists.

RMPA

Bill Hodges, Regional Coordinator, reports that there were no Division 27 meetings at the Rocky Mountain regional meeting this year. He arranged for membership applications and information to be available, however, and he was able to identify several regional resources through his attendance at the Austin Conference, thus giving rise to a hope for more activity next year.

SEPA

David Stemmark, Regional Coordinator
University of South Carolina
Columbia, South Carolina

Numerous papers and two conversation sessions were held at the Southeastern Psychological Association Meetings in Atlanta this April. The conversation sessions focused upon generating regional views and opinions regarding training procedures and training models that were carried to the Austin National Training Conference.

Plans are already being initiated to offer several free-conference training workshops (CEU) at next year’s SEPA meetings. The thrust of these workshops will be directed at the acquisition or enhancement of clearly defined skills and/or procedures suitable for implementation by community psychologists. An example skill area might be community disaster contingency planning. I would like to hear from any SEPA members who would like to suggest a needed workshop, or would be interested in offering a skilled workshop.

Div. 27: APA Program Summary and Highlights

Emory Coseen
University of Rochester
Rochester, New York

A complete summary of the Division’s 1975 APA program appears elsewhere in this Newsletter. This article describes the overall program and several of its highlights, briefly.

The program includes three major groups of events: A) Paper reading sessions, B) Symposia and C) All-Divisional Meetings. There will be eight, one hour-paper-reading sessions, each with four presentations. These 32 papers were chosen from more than twice that number of submittals; they cover a broad range of content areas of interest to community psychologists. The Division will formally sponsor 21 symposia, about 40% of those submitted for review. Sixteen are fully sponsored by Division 27 and five are co-sponsored with sister APA Divisions. The division will also co-sponsor, without formal time allocation, several other symposia and meetings which may be of interest to the membership. Like the paper sessions, the symposia cover a broad content range and are evenly distributed from start to finish of the meetings.

Fifteen or so all-diisional meetings comprise the final group of program events. These include divisional business and executive committee meetings, social events, conversation hours and invited addresses. Most “all-diisional” events are scheduled on the “middle days” of the meetings.

Charles D. Spielbergler of the University of South Florida, Div. 27’s current president, will deliver the Presidential Address on the topic of: “Building a Knowledge Base for Community Psychology,” at 4 p.m. Monday, Sept. 1st. This talk will be followed by the Division’s Business Meeting and then by its Social Hour.

Social system analysis and modification were stated as the Division’s main program themes for 1975. Three invited addresses, all on Sunday p.m., 8/31, reflect this emphasis: Rudolph Moos will talk about “Evaluating and Changing Community Settings,” John C. Glickwell on “A Theory of Induced Social Change,” and Seymour B. Sarason, on “Community Psychology and the Anarchist Principle.”

An important highlight will be a 3-hour (Monday, 9/1, 10 a.m.-1 p.m.) symposium, sponsored by the Division, reporting on the major (4/75) Austin Training Conference In Community Psychology. Five co-ordinators, in charge of tracking several central content areas at Austin, will present conference thinking and recommendations at APA in the following areas: Field training (David Stemmark), Subdoctoral Training and Entry Levels (Steven Daniels), Needed Conceptual Directions (Julius Rapaport), Alternative Models (Jack Chinsky) and Knowledge Base and Research (Edison Trickett). A distinguished discussants’ panel including Bernard Bloom, Josh Holahan, James Kelly, Robert Newbrough and Edwin Zolik will comment on these presentations and other aspects of the Austin conference, after which interchange among panelists, discussants and audience members will be encouraged.

Another special feature of this year’s meeting is the higher level of student involvement and participation than ever before. For example, Psi Chi is sponsoring a Student Panel Discussion of what training in community psychology is like and how it should develop in the future. A student social hour has been scheduled for Tues p.m., 9/2.

All in all the program appears to be diversified and exciting. We look forward to the attendance and participation of Division members and other interested parties.
Student Affairs

Student Participation

Meg Meyer
Austin, Texas

Division 27's inclusion of a large number of students in the planning and proceedings of the conference has provided us all with evidence of the Division's serious intention to be a community of learners. Opinions and concerns of students and younger professionals were actively solicited, listened to, and discussed. For their part, the students and recent graduates expressed their concerns thoughtfully and concisely. I was proud to be part of the process; let's keep it up!

Student viewpoints expressed at the conference were diverse, but common threads were excitement at getting acquainted and desire to continue contacts through an ongoing communication network. This column, of course, is available for letters, discussion and concerns. Additional suggestions will appear here from time to time. One specific project which students agreed to work on was bibliography compilation and exchange. George Brennan (Department of Psychology, Tobin Hall, University of Massachusetts, Amherst, MA 01002) has agreed to coordinate our bibliography activities. If you have bibliographies (your annotations are requested, but not required) on any topic relating to community psychology, please send them to George. If you want information, write to George. So far, we have volunteers to work in the following topic areas: organizational and community theory and change (George Brennan); environmental psychology (Brian Wilcox, Department of Psychology, University of Texas, Austin, Texas 78712) and primary prevention and early childhood (William Sirbu, Department of Psychology, DePaul University, 2219 N. Kenmore Avenue, Chicago, Illinois 60660). We need volunteers to collect, consolidate and annotate bibliography in other areas. If you are interested in helping, please notify George or the volunteer working in the topic area of interest to you. We're all busy, and have no desire to redo work which has already been done, so please send your course bibliographies with comments, or those comprehensive reference lists which you've generated in your study. All of our work is intended to be shared, so please share!

The Division 27 Executive Committee includes two student members elected from the six regional representatives and serving for two years. Each year one of these positions will be filled. All student members will be receiving election information and ballots through the mail during the summer. Please vote promptly. This is our voice in the structured, routine work of the Division.

Call for Reactions

Marge Rust
Ann Arbor, Michigan

Some thirty of us attended the recent National Conference on Training in Community Psychology. While most of us would probably agree that the Austin Conference was a great opportunity to get to know each other better, exchange views, etc., we have been asked to react more systematically to the pros and cons of the Conference. I will be gathering opinions and suggestions from graduate students and integrating them into part of a section of a monograph that will be forthcoming on the Austin Conference.

Some possible topics that you might want to react to include these:

1. The intellectual work of the Conference—There were a number of content areas and formats: invited addresses, the training models groups, the special interest groups with the "mavins," and the small discussion groups. Of these, which provided the best modality for dealing with training issues and perspectives? Were you satisfied with the "products" that emerged? Were there additional issues that you would like to have seen covered?

2. The structure of the Conference—Was there enough input from graduate students? Other groups? Acknowledging credit to the students from Austin for hosting the Conference, were there additional leadership roles that graduate students could have played?

3. The relevancy of the Austin Conference for programs "back home"—Now that the Conference has ended, how have the ideas generated been translated into meaningful activities with relation to curriculum development, field training, etc.? Send examples, even if in the early development stage.

4. Follow through—Are there suggestions that you have regarding reporting and following through on any of these issues at the APA Conference in Chicago or subsequent meetings? Are there messages that should be conveyed to the Executive Committee or Regional Representatives?

You are invited to submit your comments on these or other issues related to the Conference to:

M5242
School of Public Health II
University of Michigan
Ann Arbor, Michigan 48104

A Reaction

Cheryl Gaudreau
Columbia, South Carolina

I'm on a Delta 747 in Dallas waiting for takeoff watching people board—hoping to see someone from "Austin." I strain to see the faces and hope that someone will come. In the Austin airport I met Charlie Haywood and got to talking with him; and that was nice. Dallas to Austin I had a great (conversation) time with Larry Bugen over a Coors.

I didn't want to leave in the first place. There are so many people I didn't get a chance to talk to . . . Chris (Padesky) and I talked about that some—when all is said and done it's the people—the people who I want to know better, to be with, to work with. We don't all come from the same places but we're all going in the same direction. I want to thank everyone who shared and worked and gave me hope. Everyone who did the nitty-gritty work planning and pulling it off. Everyone who said what I feel; and especially Jack who made me think hard about the complexity and heavy responsibility of being a community psychologist; and Seymour for making me realize how little I know; and Ed, and Jack, and Julie, and Steve and Barbara, and Bob, and Ira, and Charlie, and Bernie, and Cliff, and, and, and, Len, and Joe, Carl, David, Chris . . . all of you who made it what it was; and of course Bertha. And to all those who went to see Plum Nelly; I wish I'd gone and hope I get another chance.

How do you thank everyone and let them know they've made a difference and that you care? Well, you've all made a difference and I care—a helluva lot. Now I've said it; and that's good.

APA—Chicago

Tom Glynn
Greenbelt, Maryland

There will be a Panel Discussion/Audience Participation session of interest to students at APA in Chicago, entitled: "Community Psychology: A Student Perspective," the allotted hour will be given over to short presentations on the job market, the role of Division 27, a report on the National Training Conference, and a description of the recent National Training Survey; the bulk of the time will be spent answering questions from, and generating discussion among, the audience. The participants will be Meg Meyer and Linda Davis (University of Texas), Tom Glynn (Catholic University), and Bill Sirbu (DePaul University). The session is being co-sponsored by Division 27 and Psi Chi, and will be chaired by
Jack Chinsky (University of Connecticut). It will be held at the Hyatt Regency Hotel, Room 109, on Monday, September 1, from 1-1:50. Student members of Division 27 are obviously urged to attend, as well as to encourage others who may be interested in the field to do likewise.

In case you haven’t heard, APA has arranged inexpensive lodging for students at the YMCA close to the convention hotels. Check the American Psychologist or write APA for reservation forms.

This year Division 27 will host a social hour for students in addition to the traditional Division Social Hour. Be sure to check the convention schedule for this and other events important to students.

Western States Organize

Rodney Nurse
Oakland, California

At the annual convention of the Western Psychological Association, held in Sacramento, April of 1975, students developed a viable organizational plan and elected their representatives. Ms. Bonnie Burstein, UCLA graduate student, was elected Western States student representative for Division 27. Two alternatives were elected to assist: Charles Alexander, California School of Professional Psychology, San Francisco, and Ricardo Munos, University of Oregon. Rounding out the student executive committee are: Shani-Beth-Halachyn, Davis, California and George Pedroza, Monterey Park, California.

A newsletter is planned together with increased student input and participation in next year’s WPA convention, and into state conventions. Interested students in the Western states please contact Ms. Bonnie Burstein in care of the UCLA Psychology Department. Division 27 members assisting development of the student organization are A. Rodney Nurse, Ph.D., Division 27 Western Representative; Betty Kals, Ph.D., Secretary, Division 27; and David Stein, Ph.D., formerly EPA Division 27 representative.

Division 27 at WPA

Bonnie Burstein
Student Regional Representative
Los Angeles, California

On April 25, 1975, members of Division 27 and interested others met at the annual convention of the Western Psychological Association for an informal symposium. Dr. Rodney Nurse of California School of Professional Psychology, who is currently the Western Regional representative to Division 27, chaired the gathering. A wide spectrum of community psychologists and students were present to discuss training of community psychologists from a student’s perspective. A woman from the University of Oregon’s program for undergraduates in Program Evaluation and Development spoke about her experiences in the nine-month program. She explained that the program emphasizes the integration of theory and practice, offering both seminars and field placements for the twenty students who yearly participate in the course of study. Some of the students in the Oregon program have worked in assessing primary prevention programs in the schools and in evaluating “alternative schools.” Additionally, some of the students have worked as advocates for ex-hospital patients and in “senior services.”

Stephen Pittavino, on his clinical internship at a community mental health center in Sacramento, California, spoke about his experiences there. Jovinna Navarro, from California School of Professional Psychology, San Francisco, presented some interesting insights from her experience as a community organizer in the Filipino community. She was asked about any contradictions she might experience working in the community now, as a person with a Ph.D. She explained that she saw her role as one of a resource person, and planned to continue to be responsive to various requests coming from the community she serves.

Michael Cohen from California School of Professional Psychology, San Francisco, and David Stein of Psychological Services Institute, Sacramento, acted as discussants for the symposium. Cohen spoke about some of the particulars involved in the Professional School’s Community Psychology program, and mentioned some of the various “competencies” students are expected to master as a community psychologist, including the skills of evaluator, planner, advocate/organizer, consultant/trainer, and administrator/intervener. Stein highlighted many of the important points brought out in the various presentations. He indicated the possible conflict of interests which may arise over the dual role of community advocate versus community consultant, and introduced a discussion of the potentially differing values inherent in each role.

After the presentations and discussion, some students stayed to share information about their various community psychology programs at their respective universities, and elect the student representative to Division 27.

Division 27 at SWPA

Margaret Meyer
Student Regional Representative
Austin, Texas

The Southwestern Psychological Association met April 17-19 in Houston, Texas. Division 27 hosted an Open Meeting on Friday morning which drew about thirty people who spent more than an hour talking about community psychology. Although a number of individuals filled out forms requesting some regional workshops and continuing education opportunities, the principle value of the meeting was establishment of a loose regional network of community psychologists. It is hoped that, as a result of this opportunity to make contacts, regional activities and convention programs relating to community psychology will increase during the coming year.

Two additional events at the meeting were of particular interest to this community psychologist. The presidential address, delivered by Logan Wright of University of Oklahoma Health Science Center and entitled “Why Psychology Is, and Should Be Regarded As, a Health Profession” was much more than a plea for pragmatic involvement in National Health Insurance. Dr. Wright reminded the audience that a wide range of psychologists other than clinicians are concerned with health-related issues and that a great many so-called medical problems are either behavioral in origin or are amenable only to behavioral treatment.

The second event of interest was a counseling psychology symposium which, although no one ever mentioned community psychology, sounded very familiar in its consideration of roles for the graduate, training of the professional and use of the sub-professional practitioner. Philip Davis, a graduate student at Texas Tech University described his training as preparing him for administration of human services by permitting him to simultaneously receive degrees in counseling and business administration. He cited as an example of this new focus his submission of a taped consultation session in lieu of a taped counseling session for his comprehensive examination after some discomfort and discussion, the department accepted consultation skill as fulfillment of that therapy requirement.
Dialogue

Your comments are solicited for inclusion in this column. We hope to facilitate interaction and exchange of ideas and information.

To The Editor:

One frequently expressed concern at the National Training Conference in Austin was the need for more extensive and informal communication among the members of Division 27. Development of support systems and a sense of community within the Division seems crucial for us personally as well as professionally. Therefore, a group of persons at the Austin Conference accepted the task of establishing an informal vehicle for communication about ongoing projects and on-the-job learning in our communities.

Our hope is that an informal format will allow students, professors and community professionals an opportunity to share ideas, questions, thoughts and tidbits of information which may be tentative or in-process and would not otherwise appear in one of our more formal publications. While the input would be limited to a maximum of one page (preferably much shorter), information about isolated features of a community project or notes about conflicts encountered and their successful or unsuccessful resolution should prove quite valuable to others interested or working in similar areas. We foresee the beginning of a forum which will encourage members of the Division to begin sharing experiences and ideas and exchanging advice on areas of mutual interest. In this way we will be able to better utilize our group competencies.

In a pre-conference article, Carolyn Swift of the Wyandot Mental Health Center in Kansas City wrote that "this might take the form of a monthly journal or newsletter column eliciting specific examples of strategies to overcome obstacles in community work, much as 'technical notes' in experimental journals detail equipment and hardware." Several ideas of the format of this new communication forum were suggested by conference participants, and we would like to offer this letter as an invitation for an informal ballot for one of two promising alternatives:

1. It would be possible to set aside a page of the Division 27 Newsletter for notes, thoughts and questions.

2. We could send the information to a specified location where it could be compiled and mailed out separately, perhaps on a monthly basis.

As we see it, the advantage of including this feature in the Division 27 Newsletter is that the mailing procedures and financial support are already available. The main disadvantage of Option 1 is that the Newsletter is only published quarterly and persons may have a need to communicate ideas and questions more frequently. While an alternative to the Newsletter could be printed more frequently and would more readily encourage informality and spontaneity, details of financial support and administration of the task would have to be worked out by our committee.

We would be very interested in hearing your preferences for either of these suggestions and will present the results in the next Newsletter. Please send your comments to Chris Padesky, Department of Psychology—Franz Hall, University of California, Los Angeles, California 90024. We are interested in knowing whether others are as enthusiastic about this idea as we are.

Chris Padesky
Department of Psychology
Franz Hall, UCLA
Los Angeles, California 90024

Judy Kramer
CPC* Community Mental Health Center
27 West Street
Red Bank, New Jersey 07701

David Hoffman, Chairperson
School of Public Health
Center for Health Sciences
University of California
Los Angeles, California 90024

Items included should be lead-ins to communication with other members of Division 27 rather than complete reports or theses. Since a major purpose of the forum is to establish informal networks within the Division as a whole, replies or requests for more information will usually be mailed directly to the person who submitted the item. Below are several examples of the kind of items that might appear in this new column:

1. I am currently negotiating for school district support for a cross-age tutor program using identified high-risk eighth graders and teacher-selected first graders. Many problems in the program have been worked out this year and it will now, hopefully, be incorporated into the school system. I would be happy to send information to anyone wishing to get this kind of program started.

2. I am trying to start an after school "homework clinic" in a Community Center located in an urban black community. Comments or suggestions from anyone who has successfully established this kind of program would be much appreciated.

3. There is an excellent little book by St. Kahn (How People Get Power, McGraw-Hill Book Co., paperback $2.45, 1970) that discusses tactics for organizing rural communities. I was reminded, and will pass on the idea, that individuals in the community who have worked with VISTA and/or the Peace Corps may provide some excellent ideas about strategies and tactics for organizing and mobilizing resources in underdeveloped communities.

Judy Kramer
CPC* Community Mental Health Center
27 West Street
Red Bank, New Jersey 07701

Other current projects of the Publications Committee include a survey of other journals, newsletters, etc., which are of interest to community psychologists and a video and audio recording library of significant talks presented at conventions, conferences, etc. We are also scheduling an informal session on these issues at the next APA convention in Chicago. If you have other ideas, comments or suggestions about current or new publications or alternative forms of communication, please pass them on to us. We will summarize your ideas and offer proposals for discussion in the next Division 27 Newsletter.

David Hoffman, Chairperson
The Publications Committee

To The Editor:

One immediate outgrowth of the Austin Conference is the agreement among Western States participants to establish a communications network possessing some viability and strength. To this end, along with Dr. David Hoffman as Publications Chair, I am serving as a focal point of activity designed to develop an informal newsletter. The newsletter would be aimed at furthering dissemination among us of present and proposed community
psychology activities and projects so that we may develop a meaningful support system despite our vast geographical disperse-
ment.

The newsletter would serve student, faculty and practitioner needs. In the student area, David and I will be coordinating with the new Western States Student Representative, Ms. Bonnie Burstein of UCLA. Interest at the Austin Conference was strongly expressed by psychologists Clifford Attkisson, Bernard Bloom, Gerald Goodman, James Kelly, John Monahan Stanley Sue, and Dan Adelson.

A. Rodney Nurse, Ph.D.
2970 Summit Street
Oakland, California 94609

To The Editor:

I can see a number of possibilities for using the Division 27 Newsletter as a means to begin work on a training manual—e.g., selling the idea, polling for suggestions, soliciting material.

1. Clearly, the item at hand is “A Compendium of Course and Workshop Materials for Community Psychologists.”
2. Secondly, the audience would be educators, professionals and community workers involved in training (in academic and community settings).
3. The purpose of such a manual would be multifaceted: (a) self-help (for continuing education); (b) to enhance the development of community psychology programs by providing alternative topics and methods for training; (c) to increase visibility and communication among ourselves, sharing expertise and resources.
4. Topics might range from program evaluation, grant writing, epidemiology to life-planning exercises and supervising field training developed from course given or just imagined (I see myriads of possibilities and am open to suggestions).
5. The structure for contributions could be a 3-4 page outline including:
   (a) statement of goals, uses, type of skill trained for;
   (b) format;
   (c) references and other resources;
   (d) evaluation.
6. Dissemination could be in loose-leaf or spiral-bound editions, ordered for printing costs through the Division.

I feel that this effort would lend definition to our field because “we are what we are equipped to train.” As an intervention on ourselves, it is a practical and low-cost package. Anyone interested in contributing to or working on a training manual please contact:

M. K. Key
o/b Bob Newbrough
Center for Community Studies
Box 319 George Peabody College
Nashville, Tennessee 37203

State Associations

Division 27 Newsletter would welcome statements of activities from State Associations with active groups of persons involved with Community Psychology. Correspondence from interested persons should be directed to the Newsletter Editor.

Across The Editor's Desk...

Items presented in this column represent the many announcements that flow across the Newsletter Editor's desk. Announcements of general interest to Division 27 members are included as time and space permit.

Position Open

Western Illinois University has a position open in the Department of Psychology for September, 1975, in the area of Community-Clinical Psychology. The Ph.D. degree is required. The merit of the applicants will be judged on the basis of relevant clinic, teaching, and research experience.

This appointment involves teaching courses in the areas of crisis intervention and community consultation, as well as in related areas. Responsibilities include the supervision and training of graduate students in the Community Mental Health Master's program. Some direct client contact is required. Research is encouraged.

Salary: $12,150–$13,050 for nine months, depending on qualifications. This appointment will be temporary or permanent depending on the candidate's qualifications.

Contact: Dr. James E. Ackil
Personnel Committee Chairperson
Department of Psychology
Western Illinois University
Macomb, Illinois 61455

Western Illinois University is an Equal Opportunity and Affirmative Action Employer. All qualified persons, including women and members of minority groups, are encouraged to apply.

Piagetian Conference

The Sixth Annual International Interdisciplinary Conference on Piagetian Theory and the Helping Professions will be held January 30, 1976. Persons desiring to submit papers, films, or demonstrations are invited to send their contributions to:

Dr. Marie Poulsen
University Affiliated Program
Children's Hospital of Los Angeles
P.O. Box 54600
Los Angeles, California 90054,
prior to November 1, 1975. Monographs of the Proceedings of previous USC Conferences on Piagetian Theory and the Helping Professions are available. For further information please contact:

Conference Coordinator
WPH 600 C
USC, LA 90007

Primary Prevention Conference

The University of Vermont sponsored a conference on the Primary Prevention of Psychopathology, June 25–28, in Burlington, Vermont. The subject areas surveyed include: Biological Implications for Primary Prevention, The Primary Prevention of Psychopathology in Childhood, and The Prevention of Social and Cultural Pathogenesis. Persons interested in the conference should contact:

Conference Planning Committee
Department of Psychology
University of Vermont
Burlington, Vermont 05401
Positive Mental Health

The University of Maryland and the Maryland State Commission on Aging will present the Fifth Annual Community-Clinical Workshop on Positive Mental Health: Enhancing Human Effectiveness over the Life Span, October 15-17, 1975. Deadline for submission of papers is August 1, 1975. Send to:

Community-Clinical Workshop
c/o Margaret Catz, Ph.D.
Department of Psychology
University of Maryland
College Park, Maryland 20742

Committee on Scientific Awards

The Committee on Scientific Awards is accepting nominations for its award program. The Committee selects up to three persons as recipients of the Distinguished Scientific Contribution Award who, in its opinion, have made the most distinguished theoretical or empirical contributions to scientific psychology in recent years.

The Distinguished Contribution for Applications in Psychology Award will be given for the fourth time this year. This award will be presented to an individual who, in the Committee's opinion, has engaged in a program of research which is systematic and applied in character.

The new award, the Early Career Award, has been established to recognize the large number of excellent young psychologists. For purposes of this award psychology has been divided into nine areas (human learning/cognition, psychopathology, physiological, animal, personality, developmental, methodological, social, and sensation/perception) and three awards are given in three-year cycles. The titles of the areas were chosen not to stereotype the field but only for convenient identification. The titles should not be restrictive and the Committee will be very inclusive in considering nominees. Nominations of persons who received their Ph.D. after 1967 are being sought from the areas of Developmental, Personality and Animal Learning. The Committee would appreciate receiving a statement on the worthiness of the nominee, along with a vita, list of publications and reprints of his or her outstanding, youthful contributions to science.

The awards are subject to the following limitations: (a) members of the Committee, former recipients of the awards, the President and President-elect of the APA shall be ineligible, (b) The Committee shall seek diversity in selecting recipients, avoiding as far as possible the selection of more than one person representing a specialized topic, a specific material, a given method, or a particular application.

Names and appropriate information which will guide the Committee on Scientific Awards in conducting an intensive career review and evaluation should be forwarded to Office of Scientific Affairs, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. 20036. Deadline for nominations is January 15, 1976.

Innovations

Innovations: Highlights of Evolving Mental Health Services is a mental health magazine with the goal of becoming a channel for communicating informally to mental health service personnel about innovative programs and techniques, and to show ways for implementing them. Free issues can be obtained by writing:

Innovations
American Institutes for Research
P.O. Box 1113
Palo Alto, California 94302

ABPP

The American Board of Professional Psychology, Inc. (ABPP) is accepting applications for candidacy for its diploma in Clinical Psychology; Counseling Psychology; Industrial and Organizational Psychology; and School Psychology. Interested Psychologists may obtain the necessary information and forms from American Board of Professional Psychology, Inc., 756 East Main Street, Rochester, New York 14604.

Community Action

Readers are invited to submit brief (250 word maximum) reports of research, programs, or projects about which they would like to correspond with other community psychologists. These reports will be published as space permits, with a request that interested community psychologists contact the author.

Consumer-based Primary Prevention Program

The Parent-Child Communication Course (P.C.C.), a community project aimed at parents with young children, is an efficient prevention model for community mental health centers and other agencies since parent consumers can become instructors and teach other parents. The use of volunteer parent instructors assures a source of manpower, and a continuous injection of diversity and new ideas. Also, parents present themselves as viable role models for other parents.

The course itself, at minimum or no cost to the parent consumer, offers an alternative to more costly private practice models such as Parent Effectiveness Training. A primary prevention model, it does not aim to solve serious family problems or provide prescriptions to childrearing. It, instead, teaches basic communication skills of listening supportively and of expressing feelings about everyday family situations. It is structured and practical. Classes of about twelve people meet two hours for six weeks. Through the use of roleplay and home examples, parents are able to practice the skills they learn. Trained parent volunteers are selected from those who have completed the course, and provide the bulk of the manpower. After six weeks of instructor training, the parents are ready to team up with another parent and teach. Professional back-up provides additional support.

An NIMH grant (#1 T21 MH13294-01) enables us to help others who are seriously interested in developing a network of volunteer instructors. For information on the Parent-Child Communication Course, (in English, Spanish or Samoan), the Family Communication Course (teenagers) or the Couples Course write:

Tina Tong Yee
The MH Educ. Field Office
160 Milagra Drive
Pacific, CA 94044

Drug or Substance Abuse

I would like to correspond with anyone doing research, training, or community action in the area of community psychology and drug or substance abuse. I am familiar with, and enmeshed in, the treatment approaches, conversant with the education efforts and their lack of success, and with the epidemiological studies. What about interventions at the level of primary prevention? Is law enforcement indeed the public policy in the area of prevention?

Faye Goldberg
Director of Treatment Research
Drug Abuse Rehabilitation Program
Department of Psychiatry
University of Chicago
5737 S. Drexel
Chicago, Illinois 60637
American Journal of Community Psychology

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The study of community psychology—dealing with prevention of behavior disorders, program evaluation, and the community as a social system—has had growing implications in the field of mental health. The American Journal of Community Psychology is devoted to research and theory on interactions between individuals, organizations, and social structures.

This quarterly emphasizes empirical investigations and covers such topics as:

- promotion of positive mental health
- early detection and prevention of behavior disorders and individual dysfunctions
- effectiveness of mental health consultation and community programs
- development and evaluation of new roles and techniques for the delivery of social services
- the creation of social environments that facilitate human growth and development

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